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PERFORMANCE FUNDING WORKBOOK

A GUIDE TO

SOUTH CAROLINA'S PERFORMANCE FUNDING SYSTEM

FOR PUBLIC HIGHER EDUCATION

**GENERAL SYSTEM UPDATE AND MEASUREMENT INFORMATION
FOR YEAR 8, 2003-04 IMPACTING FY 2004-05**

November 2002 as revised October 2003

Prepared By
Division of Finance, Facilities & MIS
SC Commission on Higher Education

PERFORMANCE FUNDING WORKBOOK
A GUIDE TO SOUTH CAROLINA'S PERFORMANCE FUNDING SYSTEM
FOR PUBLIC HIGHER EDUCATION

DOCUMENT PREPARED FOR

the purpose of providing information on South Carolina's performance evaluation system for public higher education and to incorporate the latest system and performance measurement revisions as approved by the South Carolina Commission on Higher Education for implementation in Year 8 (2003-04) to impact FY 2004-05 allocations.

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SC'S PERFORMANCE FUNDING SYSTEM AND THE SC COMMISSION ON HIGHER EDUCATION
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PERFORMANCE FUNDING WORKBOOK
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ADDITIONAL DETAILS TO BE ADDED AT A LATER DATE

Cycle 1 Monitored Indicators (Monitored beginning Summer 2004)

- 2B Performance Review System for Faculty to include Student & Peer Evaluations*
- 2C Post Tenure Review for Tenured Faculty*

Cycle 2 Monitored Indicators (Monitored beginning Summer 2005)

- 6C Post-Secondary Non-Academic Achievements of Student Body*
- 6D Priority on Enrolling In-State Residents*
- 8A Transferability of Credits to and From the Institution*

Cycle 3 Monitored Indicators (Monitored beginning Summer 2006)

- 3A Class Size and Student/Teacher Ratios*
- 3B Number of Credit Hours Taught by Faculty*
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INTRODUCTION

GENERAL SUMMARY INFORMATION AND GUIDE TO SUPPLEMENT

The information provided in this workbook updates guidance to South Carolina's Performance Funding System for Public Institutions of Higher Education effective for Performance Year 8 (2003-04 impacting FY 2004-05 allocations). This document is intended to serve as a reference guide for the public and as a working document for public institutions affected by the system. Guidance presented here is subject to change dependent action of the SC Commission on Higher Education (CHE). Notices of any changes or errata will be posted on the Commission's website along with this document and incorporated into the document so that all parties may have access to the most up-to-date information.

CHANGES TO THE CURRENT WORKBOOK

There were no significant changes to the workbook for Year 8. Reporting dates have been revised. A change was made to Indicator 1C and the scoring for 9B for research institutions. Additionally, current references to the Planning, Assessment and Performance Funding Division or Planning and Assessment Committee have been changed to reflect the Finance, Facilities and MIS Division and the Finance and Facilities Committee to reflect changes to the Commission structure made in August 2003. The Year 7 Workbook dated November 2002 has been updated to reflect these changes.

FORMAT

The Workbook is divided into 2 major sections followed by Appendices.

- Section I details background information for performance funding in South Carolina and explains the general workings of the performance funding system. In this section, readers will find a history of the development of the system, information concerning the current status of the system, and a description of the current overall measurement and scoring system and allocation process.
- Section II provides a detailed guide for the measurement of indicators that determine annual institutional scores. The section begins with a summary table displaying applicable indicators by sector and is followed by sector tables summarizing standards and data timeframes and reporting applicable for Year 8. A general data reporting schedule for Year 8 indicators is also provided. Following these summary tables, measurement details for each indicator by critical success factor are presented. A transition plan for USC Beaufort, which is moving from a two-year to four-year campus of the University of South Carolina, is presented. Finally, details related to the monitoring of indicators no longer scored on an annual basis are provided.
- Appendices include a glossary of general terms and key legislation, a listing of peer institutions by sector that is used when possible in developing standards for performance indicators, and performance funding contact information for each public higher education institution.

SUMMARY OF 2003-04 REVISIONS TO THE PERFORMANCE FUNDING SYSTEM

Each year since the implementation of South Carolina's Performance Funding legislation, Act 359 of 1996, CHE has reviewed the performance system and measures and has approved changes in an effort to continually improve the performance funding process and measurement of institutional performance based on lessons learned. During this past year, there were no changes resulting to the system itself. The reduced set of indicators identified for scoring purposes and used first in Year 6 (2001-02) are continued in Year 8 (2003-04). This past year, standards for all indicators were reviewed and it was determined that there would be no changes. A slight change was made to the measure for 1C, Approval of a Mission Statement, to reflect the Commission's current practice in reviewing revised statements as revisions occur. To better understand the history, development and current status of South Carolina's performance funding system, the reader is encouraged to review Section I of this document. Details by indicator are found in Section II.C.

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SECTION I

PERFORMANCE FUNDING IN SOUTH CAROLINA GENERAL SYSTEM INFORMATION

A. Background and Historical Overview

B. South Carolina's Current Performance Funding System

- What is Performance Funding?

- How Does the System Work?

 - Overview of the Performance Funding Process

- Annual Performance Funding Cycle

- Scoring Performance Annually

- Annual Allocation Process Based on Performance

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SECTION I**A. BACKGROUND AND HISTORICAL OVERVIEW****SOUTH CAROLINA'S PERFORMANCE FUNDING SYSTEM, BACKGROUND**

Act 359 of 1996 dramatically changed how funding for public higher education in South Carolina would be determined. It was mandated that the Commission in consultation with institutions and other key stakeholders develop and use a performance system for determining institutional funding. Specified in the legislation was the condition that performance be determined by considering 9 areas or factors of critical success identified for quality higher education and 37 quality indicators spread among the 9 critical success factors. In order to accomplish this task, a three-year phase-in period was provided such that beginning in 1999-2000 all of the funding for the institutions would be based on this performance evaluation system. Pursuant to Act 359, the Commission on Higher Education developed a plan of implementation for performance funding that is outlined below:

A two-part plan was identified for basing funding on institutional performance:

- 1) A determination of financial need for the institutions: The determination of need that was developed identified the total amount of money the institution should receive based on nationally comparable costs for institutions of similar mission, size and complexity of programs. The result was the Mission Resource Requirement for the institution.
- 2) A process for rating each institution's performance on each indicator: A process was developed to determine an institution's performance rating based on performance on measures and standards approved by the Commission, and the institution with the higher overall score received a proportionally greater share of its Mission Resource Requirement.

IMPLEMENTATION OF THE PLAN

The plan, as outlined above, was developed in 1996-97 and was substantially revised in 1999. The original plan was used to distribute \$4.5 million for FY 1997-98, \$270 million in FY 1998-99, and all appropriated general operating funding in years thereafter. During the first year, performance on 14 indicators as applicable to institutions was assessed. The scoring system rated each indicator on a scale from 0 to 6-points with funds allocated on the basis of the average score received on assessed indicators. During the second year, 22 of the 37 indicators were used to produce the ratings using a scoring system equivalent to that used during the first year. For the third year, performance on all indicators determined all general operating funding for FY 1999-2000, and a revised scoring and allocation methodology adopted by the CHE was used to do so.

Under the revised system developed and implemented during Year 3 and continued to the present year, institutions are rated on each applicable indicator based on a 3-point scoring system. The ratings are averaged, and the resulting average score places the institution in one of five overall performance categories: "Substantially Exceeds," "Exceeds," "Achieves," "Does Not Achieve," or "Substantially Does Not Achieve." The performance category is used to determine the funding for the institution. The 3-point system and performance categories remain in effect as of the current performance year (i.e., Year 7, 2002-03). Additionally, a provision adopted effective in Year 5 (2000-01) providing for the award of an additional 0.5 points on select indicators dependent on meeting required improvement expectations remains in effect for the current year.

Since the implementation of Act 359 of 1996, the CHE has reviewed, annually, the indicator measurement definitions and has made revisions to improve the measures as the CHE and institutions gain more experience in assessing the areas measured. The majority of revisions occurred in Year 3 (1998-99), effective for Year 4 (1999-2000). Effective with Year 5 (2000-01), the Commission revised a

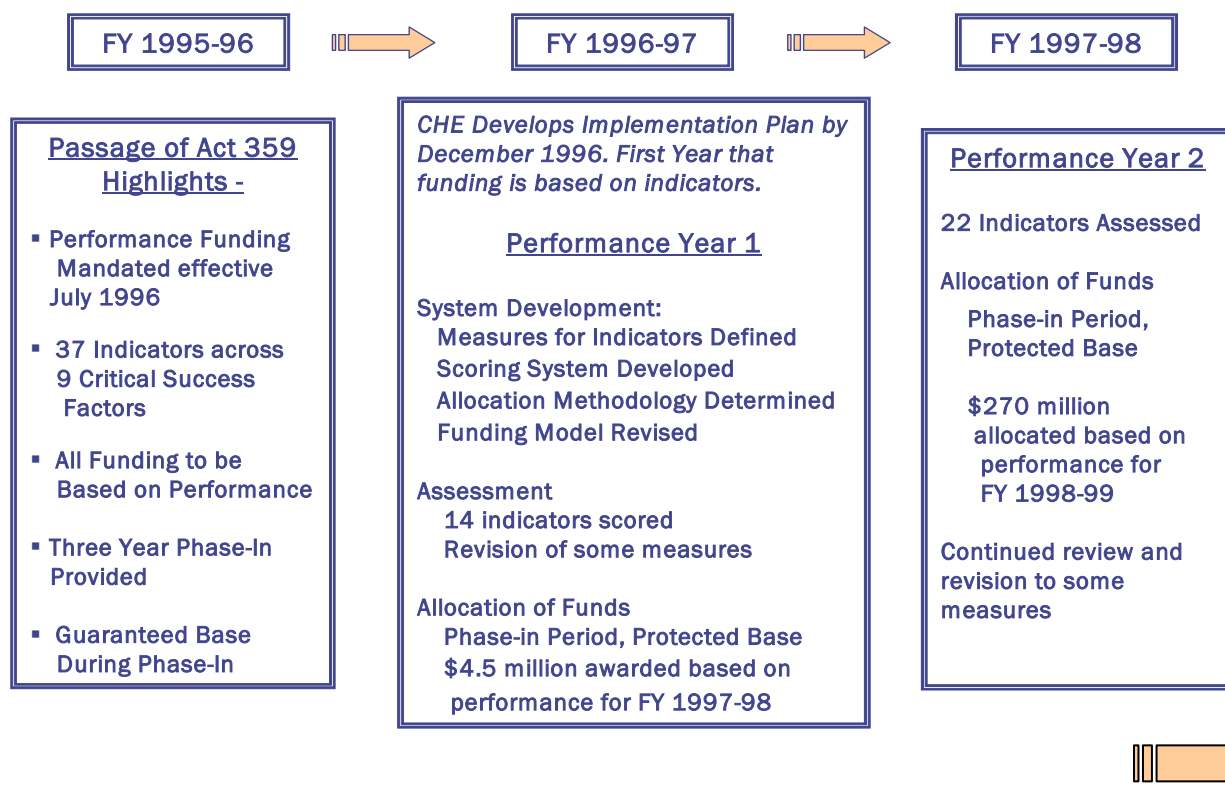
few of the measures, but more significantly adopted common standards for assessing performance of institutions within a sector. The standards adopted were based on the best available data at the time of review and on select peer institutions for each sector or, in the case of the research sector, for each institution.

The Commission again reviewed the measures and system prior to Year 6 (2001-02) with an aim to improve the measurement system by strengthening the focus on indicators best reflective of each sector's mission. The Commission worked with institutional representatives and other key stakeholders to identify those measures that have proven to be the most informative and useful in assessing performance. Based on experience with the various indicators and on the data collected to date, the Commission determined 13 or 14 indicators, dependent on sector, to be used in deriving the annual overall performance score beginning with Year 6 (2001-02). Although the Commission has determined that a limited set of indicators will be scored annually for each institution, the Commission will continue to monitor performance on areas not measured through the current scored indicators that were identified. In January 2002, the Commission adopted guidelines governing the monitoring of non-scored indicators in order to ensure continued good performance in these areas. A copy of these guidelines is included in the Performance Funding Workbook following the measurement description for each of the scored indicators.

Beginning on this page and continued on the next, a flow chart outlining the implementation of performance funding and major activities each year is provided.

PERFORMANCE FUNDING IMPLEMENTATION, TIMELINE AND SUMMARY

LEGISLATION & PHASE-IN PERIOD





ACTIVITY SINCE PHASE-IN

FY 1998-99



FY 1999-00

Performance Year 3

- ✓ All Indicators Assessed
- ✓ All General Operating Funding for FY 99-00 Based on Performance
- ✓ Major Revision of Scoring & Allocation Methodology Effective in Yr 3
- ✓ Revision of Indicators Effective for Yr 4
- ✓ Legislative *Ad Hoc* Committee to Review CHE's Implementation of Act 359
- ✓ FIPSE Grant Awarded for Study of Performance Funding Impact

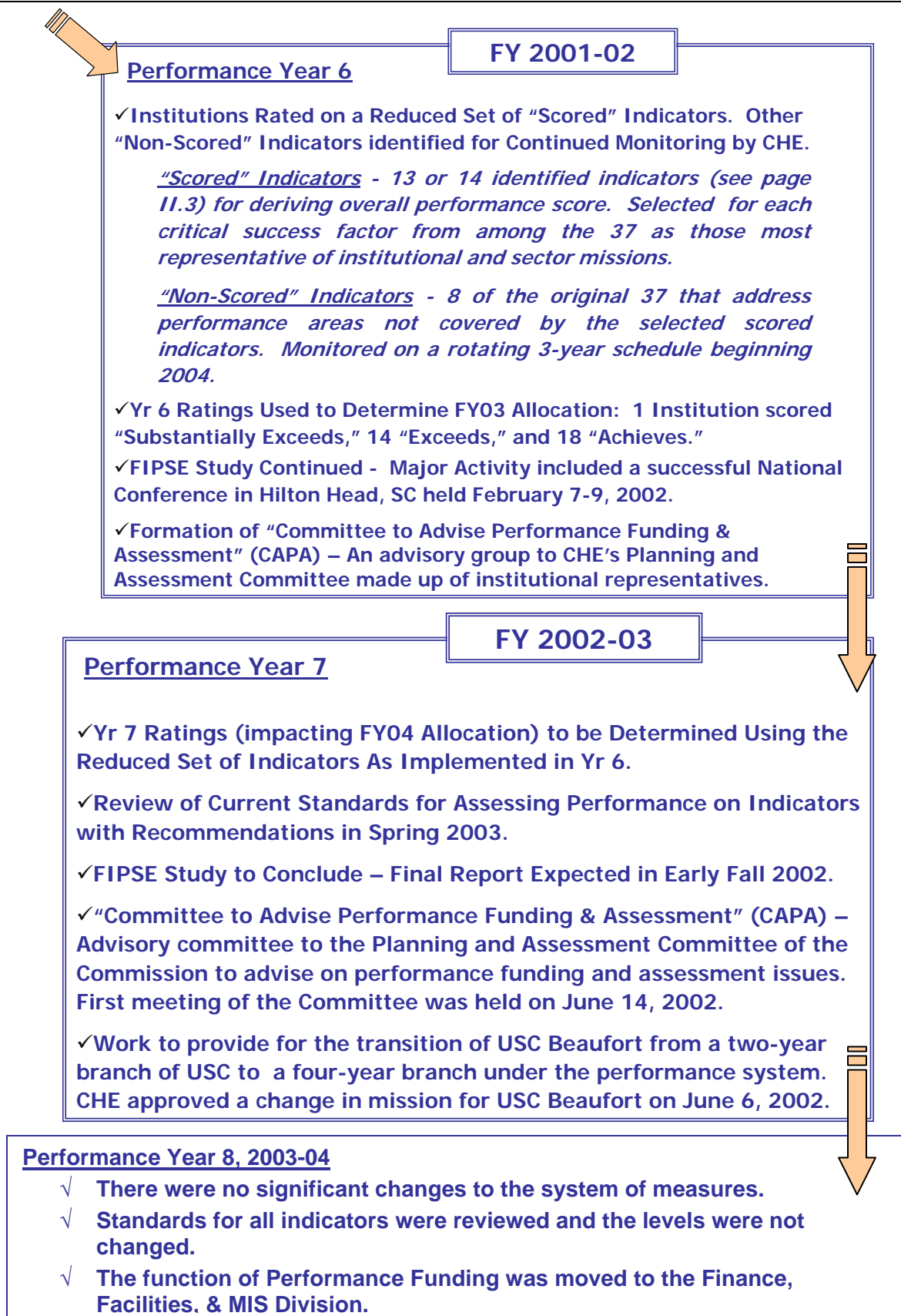
Performance Year 4

- ✓ All Indicators Assessed
- ✓ All General Operating Funding for FY 00-01 based on Performance
- ✓ Validation Study of Funding Model Begins
- ✓ Peer Institutions Identified
- ✓ Peer-Based Standards established for Yr 5 to replace Institutional Benchmarking of Years 1-4. Factor recognizing improvement added to rating scale for Yr 5
- ✓ Revision to Selected Measures
- ✓ *Ad Hoc* Committee Begins Review
- ✓ FIPSE Study on Impact Begins

FY 2000-01

Performance Year 5

- ✓ All Indicators Assessed
- ✓ All General Operating Funding for FY 01-02 Based on Performance
- ✓ Peer-based Standards Set in Yr 4 Used to Assess Performance
- ✓ Revision to Method Used to Determine Allocation Based on Performance
- ✓ Consolidation of Indicators Studied as Requested by the Business Advisory Council
- ✓ Regulations for reduction, expansion, consolidation, or closure of an institution enacted
- ✓ LAC Audit Begun with Report Released June 2001
- ✓ FIPSE Study Continues



SECTION I**B. SOUTH CAROLINA'S CURRENT PERFORMANCE FUNDING SYSTEM**

This section provides a description of the system currently used by for assessing and scoring performance of each of South Carolina's public institutions of higher education for purposes of determining the allocation of state appropriated dollars.

WHAT IS PERFORMANCE FUNDING?

Performance funding is a system for evaluating educational quality and allotting funds to higher education institutions based on their institutional performance. Performance funding has nine critical success areas – Mission Focus, Quality of Faculty, Classroom Quality, Institutional Cooperation and Collaboration, Administrative Efficiency, Entrance Requirements, Graduates' Achievements, User-Friendliness of the Institution, and Research Funding. Each of these critical success areas has performance indicators which are scored. All indicator scores are averaged to determine an overall institutional score. The overall score is used to determine allocation of state dollars.

Performance funding has two parts:

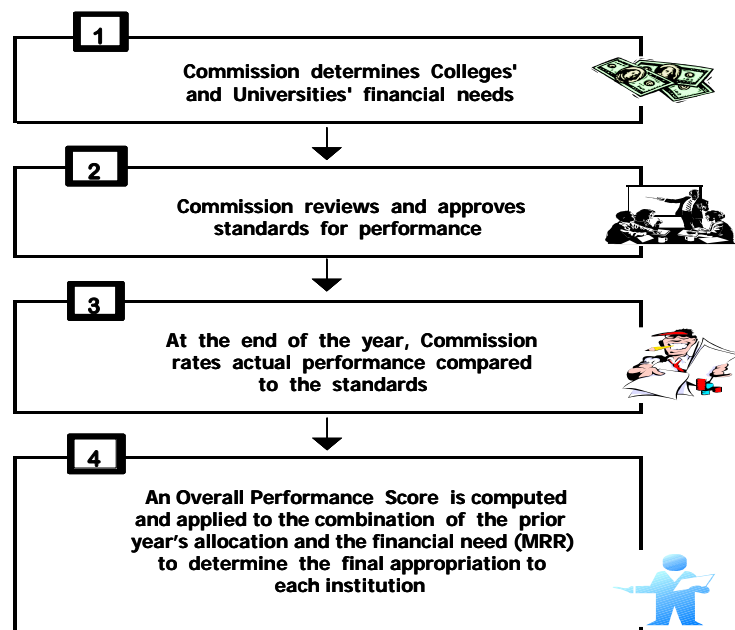
- 1) the mission resource requirement (MRR) defines how much funding institutions need to continue to operate at acceptable levels. This is called the "needs" component. MRR calculations are made prior to the State's budget process and considered when the Commission makes its request to the General Assembly for higher education funding for the upcoming year.
- 2) an annual evaluation component that assesses institutions on how they perform on a defined number of indicators that are outcome driven. This is often called the "report card" component. It is used to determine the amount of funds an institution receives of the state dollars appropriated for the upcoming year.

HOW DOES THE SYSTEM WORK?

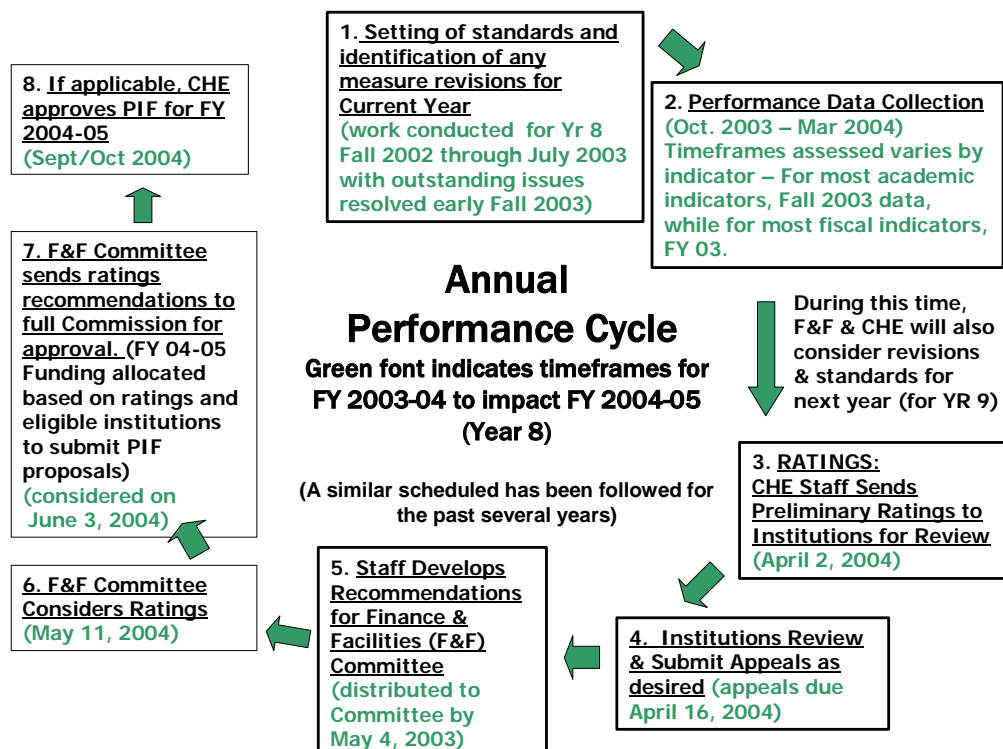
After five years of implementation, enough data on the 37 indicators has been gathered to enable CHE, working with the public colleges and universities, to identify a "core" of critical indicators for all institutions. Currently, this "core" is measured every year for all 33 public institutions. In addition, there are indicators that are "mission specific" to a sector that are also measured annually. For example, the research sector has more research-oriented indicators whereas the technical college sector has more workforce-oriented indicators.

Direct scores are given for no more than 14 indicators for each sector. The remaining indicators have been either accomplished by the institutions and are monitored by CHE or are now considered to be measured by the scored indicators. Points are given for improvement and reaching certain standards of excellence. Standards are based primarily on comparisons with national peer institutions. (See Appendix B for additional details.) Performance funding scores most directly affect "new dollars" appropriated by the General Assembly, but the cumulative effect of multiple years of scoring on institutional performance now influences all operating funds at an institution.

The picture on the following page provides a summary description of the performance funding system currently in effect. Following that pictorial is a description of the annual cycle for rating performance and allocating dollars, the scoring process, and the allocation process.

Overview of Performance Funding Process**ANNUAL PERFORMANCE FUNDING CYCLE**

The timeframe for the evaluation process is described in the picture below. As indicated in the picture for the current performance year, activity occurring in a fiscal year, referred to as the “performance year,” includes the collection of data and scoring of that data in the spring in order to determine the overall performance of an institution. The overall performance is then used to determine institutional funding for the upcoming fiscal year.



SCORING PERFORMANCE ANNUALLYDetermining Institutional Performance - Indicator and Overall Scores

Annually, institutions are scored on their performance on each applicable performance measure. Measures are the operational definitions for the indicators specified in Act 359 of 1996 and used by the Commission to determine performance. The Commission has the responsibility for determining the methodology of the performance funding system and for defining how the indicators are assessed.

Currently, scoring is based on a system adopted by the CHE in March of 1999. Under that system, standards are approved for each measure and institutional performance is assessed to determine the level of achievement. Once performance data is known, a score is assigned to each measure. Scores for multiple measures for an indicator are averaged to determine a single score for the indicator. The single indicator scores as applicable to the institution are averaged to produce the final overall performance score for the institution. Based on the overall score, the institution is assigned to a "performance category." The Commission allocates the appropriated state funds for the public institutions of higher education based on the assigned category of performance.

The scoring system, adopted by the CHE on March 4, 1999, and amended July 6, 2000, provides for a 3-point rating scale for assessing performance on measures. This scale replaced a 0 to 6-point rating scale used in the first two years of performance funding. The scale is as follows:

Score of 3, "Exceeds": Performance significantly above the average range or at a level defined as "exceeds standards."

Score of 2, "Achieves": Performance within the average range or level defined as "achieves standards." (Performance standards as of Year 5 for most indicators have been set by the Commission and are based on the best available national or regional data at the time standards were considered. Standards have been set for institutions within sectors. In past years, institutions proposed institutionally specific performance standards subject to Commission approval.)

Score of 1, "Does Not Achieve": Performance significantly below the average range or at a level defined as "does not achieve" or the institution is found to be out-of-compliance with indicators where compliance is required. (Indicators for which performance is rated in terms of compliance are scored such that "Compliance" is a check-off indicating fulfillment of requirements and will not factor into the overall score, whereas, failure to comply with requirements is scored as "Does Not Achieve.")

"With Improvement": For institutions scoring a 1 and 2 and demonstrating improvement in comparison to the prior three-year average or as designated at a rate determined by indicator, 0.5 is added to the score earned for the indicator or subpart. (For example, an institution scoring 1 on Indicator 2A and meeting the conditions for demonstrating improvement will earn a score of 1.5 on Indicator 2A.)

Based on averaging scores earned on each indicator, an overall numerical performance score is produced for each institution. This overall score is the basis for classifying an institution's performance in one of five categories. The categories and applicable score ranges are:

<u>PERFORMANCE CATEGORY</u>	<u>OVERALL SCORE RANGE</u>
Substantially Exceeds Standards	2.85 – 3.00
Exceeds Standards	2.60 – 2.84
Achieves Standards	2.00 – 2.59
Does Not Achieve Standards	1.45 – 1.99
Substantially Does Not Achieve Standards	1.00 – 1.44

A schematic describing the process for determining an institution's score follows.

Assigning the Indicator Score

Institutional performance on each measure for applicable indicators is compared to approved standards.

A score of 1, 2, or 3 is assigned to each measure for indicators depending on the institution's level of actual performance in comparison to approved standards. An additional 0.5 may be earned on select indicators based on improvement.

3-point system in effect since Year 3.
Improvement Factor added in Year 5.

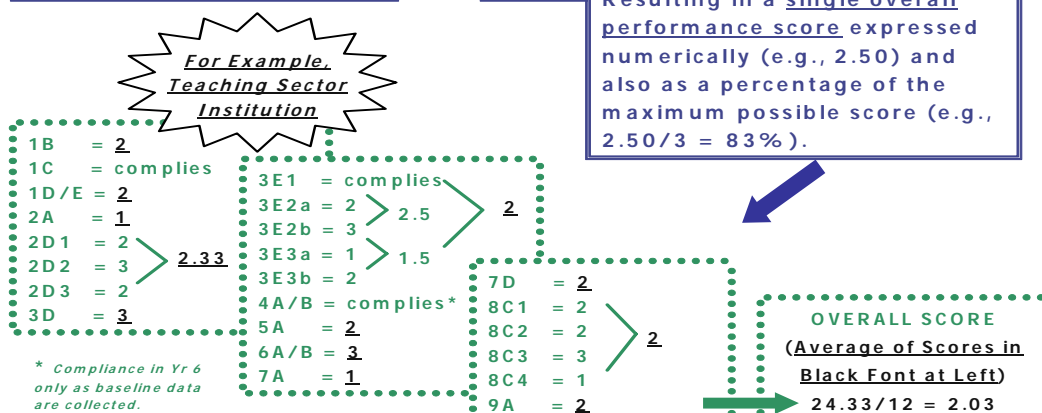
- > **1** "Does Not Achieve Standard" indicating fell below targeted performance level or in non-compliance
- > **2** "Achieves Standard" indicating within acceptable range of targeted level
- > **3** "Exceeds Standard" indicating exceeded targeted level
- > + 0.5 "With Improvement" indicating improvement expectations over past performance were met or exceeded as defined on select indicators. Institutions scoring 1 or 2 are eligible.

Determining the Overall Performance Category

Single indicator scores are derived: Subpart scores averaged producing a single indicator score.

For each institution, single indicator scores are then averaged together.

Resulting in a single overall performance score expressed numerically (e.g., 2.50) and also as a percentage of the maximum possible score (e.g., $2.50/3 = 83\%$).



OVERALL INSTITUTIONAL SCORE places an institution in one of five levels of performance reflecting the degree of achievement of standards.

FUNDING for the institution is based on category of overall performance.

If Score is:	Assigned Category is:
2.85 - 3.00 (95% - 100%)	→ Substantially Exceeds
2.60 - 2.84 (87% - 94%)	→ Exceeds
2.00 - 2.59 (67% - 86%)	→ Achieves
1.45 - 1.99 (48% - 66%)	→ Does Not Achieve
1.00 - 1.44 (33% - 47%)	→ Substantially Does Not Achieve

Institutions within the same performance category are considered to be performing similarly given current precision of measurement.

ANNUAL ALLOCATION PROCESS BASED ON PERFORMANCE (REVISED)Determining the Allocation of Funds Based on Performance

The Commission adopted on March 4, 1999, a revised system for allocating funds based on performance that was used during the Years 3 and 4 (1998-99 impacting FY 1999-2000 allocation and 1999-2000 impacting FY 2000-01 allocation). The reader is referred to pages 6 and 7 of the September 2000 Workbook for detailed information regarding the methodology used in allocation funds for these years. That system was replaced effective in Year 5 (2000-01) with the system described here.

During Year 5 (2000-01 impacting FY 2001-02 allocation), the Commission adopted recommendations of its Finance Committee to amend the methodology for allocating funds based on performance. The change in methodology was effective with the funds allocated for FY 2001-02 and again for those funds allocated for FY 2002-03 based on performance from Year 6 (2001-02). The system herein remains in effect to date. Any changes that are adopted to the allocation plan are made such that the plan is in place by March 1 prior to the affected fiscal year as required by statute, **Details of the current plan adopted to allocate funds, with funds remaining within sectors, follows:**

Summary of Allocation Methodology adopted March 6, 2003

All funds subject to performance

In the event of a reduction in appropriations, institutions will receive their pro rata share of the reduction unless otherwise defined by legislature

Total appropriations will be the combination of the previous year's appropriations and their respective share of the current year's appropriation considered as follows:

1) Previous Year's AppropriationIncentives:

Institutions scoring "Achieves" or higher receive the total amount

Disincentives:

Institutions scoring "Does Not Achieve" lose 3%

Institutions scoring "Substantially Does Not Achieve" lose 5%

2) Current Year's Appropriation ("new dollars" appropriated plus disincentives from those scoring less than "Achieves")

Preliminary Allocation determined based on MRR

Performance Allocation determined by:

- Multiplying "preliminary allocation" by highest percentage score of the Institution's Performance Category (i.e., 100% for Substantially Exceeds; 94% for Exceeds; 86% for Achieves; 66% for Does Not Achieve; and 48% for Substantially Does Not Achieve)
- Distributing any residual amounts among institutions with a score of at least "Achieves"

Institution's share is the combination of the institution's performance allocation and share, if any, of the residual amount

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Section II

Performance Indicators: Measurement Details

A. Performance Indicators And Applicability By Sector

Summary Table Listing Indicators and Applicability by Sector

Number of “Scored” and “Compliance” Indicators as of the Current Year

Summary Tables of Current Year Indicators and Select Measurement Details by Sector

B. General Data Reporting Schedule For Indicators For The Current Year

C. Measurement Details: Performance Indicators By Critical Success Factor

D. Transition Plan for USC Beaufort

E. General Policy Regarding Monitored Indicators as Approved by CHE, January 10, 2002

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SECTION II

A. PERFORMANCE INDICATORS AND APPLICABILITY BY SECTOR

SUMMARY TABLE LISTING INDICATORS AND APPLICABILITY BY SECTOR

The table below lists the indicators that contribute to the annual overall performance score for sector. Details regarding indicator definitions are found in Section II, part C. An indicator may be defined differently across or within sectors. Some indicators have more than one subpart measure making up the measure. The listing is followed by a summary table tallying the number of applicable indicators by sector.

LISTING OF SCORED PERFORMANCE INDICATORS BY CRITICAL SUCCESS FACTOR AND SECTOR (FOR MEASUREMENT DETAILS SEE THE INFORMATION FOR EACH OF THE INDICATORS)				
Indicators by Critical Success Factor	Research Institutions	Teaching Institutions	Regional Campuses	Technical Colleges
<u>CRITICAL SUCCESS FACTOR 1, MISSION FOCUS</u>				
1B, Curricula Offered to Achieve Mission	X	X	X	X
1C, Approval of a Mission Statement	X	X	X	X
1D/E, Combined 1D, Adoption of a Strategic Plan to Support the Mission Statement, and 1E, Attainment of Goals of the Strategic Plan, to provide for a campus-specific indicator related to each institution's strategic plan	X	X	X	X
<u>CRITICAL SUCCESS FACTOR 2, QUALITY OF FACULTY</u>				
2A, Academic and Other Credentials of Professors and Instructors	X	X	X	X
2D, Compensation of Faculty	X	X	X	X
<u>CRITICAL SUCCESS FACTOR 3, CLASSROOM QUALITY</u>				
3D, Accreditation of Degree-Granting Programs	X	X	X	X
3E, Institutional Emphasis on Quality Teacher Education and Reform		X		
Consideration of a "classroom quality" measure to apply in the future to the regional campuses.			UNDER DISCUSSION	
<u>CRITICAL SUCCESS FACTOR 4, INSTITUTIONAL COOPERATION AND COLLABORATION</u>				
4A/B, Combined 4A, Sharing and Use of Technology, Programs, Equipment, and Source Matter Experts Within the Institution, With Other Institutions, and with the Business Community, and 4B, Cooperation and Collaboration With Private Industry, defined tailored to each sector.	X	X	X	X
<u>CRITICAL SUCCESS FACTOR 5, ADMINISTRATIVE EFFICIENCY</u>				
5A, Ratio of Administrative Costs as Compared to Academic Costs	X	X	X	X
<u>CRITICAL SUCCESS FACTOR 6, ENTRANCE REQUIREMENTS</u>				
6A/B, Combined 6A, SAT and ACT Scores of Student Body, and 6B, High School Class Standing, Grade Point Averages and Activities of Student Body	X	X	X	

II. Performance Indicators

A. Summary Table of Indicators by Sector

(continued from previous page)

Indicators by Critical Success Factor	Research Institutions	Teaching Institutions	Regional Campuses	Technical Colleges
<u>CRITICAL SUCCESS FACTOR 7. GRADUATES' ACHIEVEMENTS</u>				
7A, Graduation Rate	X	X	X	X
7B, Employment Rate for Graduates				X
7C, Employer Feedback on Graduates Who Were Employed or Not Employed				X
7D, Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests	X	X	X	X
7E, Number of Graduates Who Continued Their Education			X	
<u>CRITICAL SUCCESS FACTOR 8. USER-FRIENDLINESS OF THE INSTITUTION</u>				
8C, Accessibility to the Institution of All Citizens of the State	X	X	X	X
<u>CRITICAL SUCCESS FACTOR 9. RESEARCH FUNDING</u>				
9A, Financial Support for Reform in Teacher Education	X	X		
9B, Amount of Public and Private Sector Grants	X			

NUMBER OF "SCORED" AND "COMPLIANCE" INDICATORS AS OF THE CURRENT YEAR

The table below summarizes the number of indicators applicable in determining an institution's overall performance score. "Scored" indicators, as referenced here, are those measures scored on the basis of a 3-point scale. "Compliance" indicators are those for which compliance with measure requirements is expected, and non-compliance results in a score of 1.

Sector	Total Indicators Contributing to Overall Score	Number of Indicators "Scored 1,2 or 3"	Number of "Compliance" or "Deferred" ¹ Indicators
<u>Research Institutions</u>	14	11	3 (1C, 5A ¹ , 9B ¹)
<u>Teaching Institutions</u>	14	12	2 (1C, 5A ¹)
<u>Regional Campuses</u>	13	10	3 (1B, 1C, 5A ¹)
Note that 2 of the 13 "scored" indicators, 3D & 7D, do not apply to all regional campuses as not all campuses have programs that are eligible for accreditation per indicator 3D definitions or have examination results per indicator 7D definitions. At present, 3D & 7D apply only to USC Lancaster.			
<u>Technical Colleges</u>	13	8	5 (1B, 1C, 5A ¹ , 7B ² , & 7C ²)

¹ Deferred due to federally mandated financial reporting changes affecting the indicator. The indicator is currently under review in order to re-align the measure with the new reporting standards.

² Compliance measure in order to finalize the measurement details and collect baseline data.

SUMMARY TABLES: CURRENT YEAR INDICATORS AND SELECT MEASUREMENT DETAILS BY SECTOR

The following tables by sector (research, teaching, regional campuses and technical colleges) provide a "quick glance" at the indicators that apply during Year 8. Summary information including: measurement timeframes, standards, and information related to the data type and reporting are provided. A general data reporting schedule by type of reporting by indicator is found on in Section II, part B, page II.11. For detailed measurement information for each indicator, please refer to the indicator as presented in Section II, part C.

RESEARCH INSTITUTIONS

RESEARCH SECTOR INSTITUTIONS – YEAR 8 (2003-04) INDICATORS			
INDICATOR	TIMEFRAME	STANDARD FOR "ACHIEVES" AND IMPROVEMENT	DATA TYPE, TREND, AND DATA REPORTING
1B	Review of Program Inventory as of February 2004	95% - 99% of programs or not more than one not approved Improvement Factor: N/A	%, nearest whole; Upward Trend; CHE calculates and reports to institutions
1C	Status of mission statement as of Jan 2004 report	Compliance	Text; Compliance Expected; Report submitted to CHE due Jan 30, 2004
1D/E	Goal for FY03 assessed	Varies, institutionally specific	Varies, institutionally specific; Report submitted to CHE due Jan 30, 2004.
2A	Fall 2003	75.0% - 84.0% Improvement Factor: 3% over prior 3-yr average	%, nearest tenth; Upward Trend; CHEMIS Data. CHE calculates and posts report.
2D Assistant	Fall Salary Survey 2003	Clemson: \$42,773-\$50,740 USC C: \$44,718-\$53,047 MUSC: \$54,028-\$64,091 For all, Improvement Factor: 1% over prior year	Nearest whole dollar; Upward Trend; CHEMIS data. CHE calculates and posts report.
2D Associate	Fall Salary Survey 2003	Clemson: \$50,643-\$60,075 USC C: \$52,038-\$61,730 MUSC: \$62,855-\$74,562 For all, Improvement Factor: 1% over prior year	Nearest whole dollar; Upward Trend; CHEMIS data. CHE calculates and posts report.
2D Professor	Fall Salary Survey 2003	Clemson: \$69,559-\$82,514 USC C: \$71,798-\$85,171 MUSC: \$79,965-\$94,858 For all, Improvement Factor: 1% over prior year	Nearest whole dollar; Upward Trend; CHEMIS data. CHE calculates and posts report.
3D	As of Jan 2004 report	90%-99% or all but 1 program accredited	%, nearest whole; Upward Trend; Institution report to CHE, Aug 2003 IE report with Jan 30, 2004 update due
4A/B	FY03 compared to past report of average FYs '02, '01, & '00	Provided institutional minimums are met; 5%-15% increase in collaboration over the average of the preceding 3 FYs	%, nearest tenth; Upward Trend; Institution report to CHE due Jan 30, 2004
5A	DEFERRED		
6A/B *MUSC Comparable	Fall 2003	Clemson/USC C: 75.0%-89.9% MUSC: 70.0%-85.0% Improvement Factor for all: 5% over past 3-yr average.	%, nearest tenth; Upward Trend; CHEMIS Data for Clemson/USCC - CHE calculates and posts report. MUSC report due Jan 30, 2004

RESEARCH SECTOR INSTITUTIONS – YEAR 8 (2003-04) INDICATORS			
INDICATOR	TIMEFRAME	STANDARD FOR “ACHIEVES” AND IMPROVEMENT	DATA TYPE, TREND, AND DATA REPORTING
7A *MUSC Comparable	1997 Cohort or for MUSC 1998 cohort	Clemson: 64.0%-67.0% USC C:53.0%-61.0% MUSC: 80.0%-89.9% Improvement Factor for all: 3% over past 3-yr average.	%, nearest tenth; Upward Trend; CHEMIS Data for Clemson/USCC - CHE calculates and posts report. MUSC report to CHE due Jan 30, 2004
7D	Apr 1, '02-Mar 31, 03	75.0% - 89.0% Improvement Factor: 3% over past 3-yr average	%, nearest tenth; Upward Trend; Report to CHE, Aug 2003 IE report
8C1	Fall 2003	21.0%-28.0% Improvement Factor: 5% over past 3-yr average	%, nearest tenth; Upward Trend; CHEMIS data. CHE calculates and posts report.
8C2	Fall '02-Fall '03 Retention	78.0%-87.0% Improvement Factor: 5% over past 3-yr average	%, nearest tenth; Upward Trend; CHEMIS data. CHE calculates and posts report.
8C3	Fall 2003	10.0%-13.0% Improvement Factor: 5% over past 3-yr average	%, nearest tenth; Upward Trend; CHEMIS data. CHE calculates and posts report.
8C4	Fall 2003	10.0%-13.0% Improvement Factor: 3% over past 3-yr average	%, nearest tenth; Upward Trend; CHEMIS data. CHE calculates and posts report.
9A *MUSC Comparable	FY03 to average of FYs '02, '01, '00 or for MUSC FY03 to avg of FY02 and FY01	80.0%-119.0%	%, nearest tenth; Upward Trend; Report to CHE due Jan 30, 2004
9B	Deferred for 2003-04 (Year 8). Comparable data for the current year are unavailable to calculate performance due to federally mandated changes in financial reporting effective with FY02. The indicator is under review to re-align the measure with the new financial reporting requirements.		

TEACHING INSTITUTIONS

TEACHING SECTOR INSTITUTIONS – YEAR 8 (2003-04) INDICATORS			
INDICATOR	TIMEFRAME	STANDARD FOR “ACHIEVES” AND IMPROVEMENT	DATA TYPE, TREND, AND DATA REPORTING
1B	Review of Program Inventory as of February 2004	95% - 99% of programs or not more than one not approved Improvement Factor: N/A	%, nearest whole; Upward Trend; CHE calculates and reports to institutions
1C	Status of mission statement as of Jan 2004 report	Compliance	Text; Compliance Expected; Report submitted to CHE due Jan 30, 2004
1D/E	Goal for FY03 assessed	Varies, institutionally specific	Varies, institutionally specific; Report submitted to CHE due Jan 30, 2004.
2A	Fall 2003	70.0% - 84.0% Improvement Factor: 3% over prior 3-yr average	%, nearest tenth; Upward Trend; CHEMIS Data. CHE calculates and posts report.
2D Assistant	Fall Salary Survey 2003	\$36,840-\$43,701 Improvement Factor: 1% over prior year	Nearest whole dollar; Upward Trend; CHEMIS data. CHE calculates and posts report.
2D Associate	Fall Salary Survey 2003	\$44,787-\$53,129 Improvement Factor: 1% over prior year	Nearest whole dollar; Upward Trend; CHEMIS data. CHE calculates and posts report.
2D Professor	Fall Salary Survey 2003	\$56,164-\$66,624 Improvement Factor: 1% over prior year	Nearest whole dollar; Upward Trend; CHEMIS data. CHE calculates and posts report.
3D	As of Jan 2004 report	90%-99% or all but 1 program accredited	%, nearest whole; Upward Trend; Institution report to CHE, Aug 2003 IE report with Jan 30, 2004 update due
3E1	NCATE status as of Jan 2004	Compliance	Text, Compliance Expected; CHE reviews accreditation status
3E2a & 3E2b	Apr 1, '02-Mar 31, 03	3E2a: DEFERRED 3E2b: 75.0% - 89.0% For both parts, Improvement Factor: 3% of past 3-yr average	%, nearest tenth; Upward Trend; Report to CHE, Aug 2003 IE report
3E3a & 3E3b	FY 2002-2003	3E3a: 20.0%-34.0% 3E3b: 10.0%-20.0% For both parts, Improvement Factor: 5% of past 3-yr average	%, nearest whole; Upward Trend; Institution report to CHE due Jan 30, 2004
4A/B	Academic Year 2002-03	2-3 points earned of 4	Whole number; Upward Trend; Institution report to CHE due Jan 30, 2004
5A	DEFERRED		
6A/B	Fall 2003	50.0%-79.9% Improvement Factor for all: 5% over past 3-yr average.	%, nearest tenth; Upward Trend; CHEMIS Data. CHE calculates and posts report.
7A	1997 Cohort	36.0%-49.0% Improvement Factor for all: 3% over past 3-yr average.	%, nearest tenth; Upward Trend; CHEMIS Data - CHE calculates and posts report.
7D	Apr 1, '02-Mar 31, 03	75.0% - 89.0% Improvement Factor: 3% over past 3-yr average	%, nearest tenth; Upward Trend; Report to CHE, Aug 2003 IE report
8C1	Fall 2003	21.0%-28.0% Improvement Factor: 5% over past 3-yr average	%, nearest tenth; Upward Trend; CHEMIS data. CHE calculates and posts report.
8C2	Fall '02-Fall '03 Retention	74.0%-82.0% Improvement Factor: 5% over past 3-yr average	%, nearest tenth; Upward Trend; CHEMIS data. CHE calculates posts report.

TEACHING SECTOR INSTITUTIONS – YEAR 8 (2003-04) INDICATORS			
INDICATOR	TIMEFRAME	STANDARD FOR “ACHIEVES” AND IMPROVEMENT	DATA TYPE, TREND, AND DATA REPORTING
8C3	Fall 2003	10.0%-13.0% Improvement Factor: 5% over past 3-yr average	%, nearest tenth; Upward Trend; CHEMIS data. CHE posts report.
8C4	Fall 2003	10.0%-13.0% Improvement Factor: 3% over past 3-yr average	%, nearest tenth; Upward Trend; CHEMIS data. CHE posts report.
9A	FY03 to average of FYs '02, '01, '00	80.0%-119.0%	%, nearest tenth; Upward Trend; Report to CHE due Jan 30, 2004

FOR USC BEAUFORT, SEE TRANSITION PLAN PRESENTED IN SECTION II.D

REGIONAL CAMPUSES

REGIONAL CAMPUSES SECTOR INSTITUTIONS – YEAR 8 (2003-04) INDICATORS			
INDICATOR	TIMEFRAME	STANDARD FOR “ACHIEVES” AND IMPROVEMENT	DATA TYPE, TREND, AND DATA REPORTING
1B	Review of Program Inventory as of February 2004	Compliance	Compliance Expected CHE calculates and reports to institutions
1C	Status of mission statement as of Jan 2004 report	Compliance	Text; Compliance Expected; Report submitted to CHE due Jan 30, 2004
1D/E	Goal for FY03 assessed	Varies, institutionally specific	Varies, institutionally specific; Report submitted to CHE due Jan 30, 2004
2A	Fall 2003	60.0%-74.0%% Improvement Factor: 3% over prior 3-yr average	%, nearest tenth; Upward; CHEMIS Data. CHE calculates and posts report.
2D	Fall Salary Survey 2003	\$35,687-\$45,156 Improvement Factor: 1% over prior year	Nearest whole dollar; Upward Trend; CHEMIS data. CHE calculates and posts report.
3D ⁽¹⁾	As of Jan 2004 report	90%-99% or all but 1 program accredited	%, nearest whole; Upward Trend; Institution report to CHE, Aug 2003 IE report with Jan 30, 2004 update due
4A/B	Academic Yr 02-03; Fall 2002, Spring 2003, & Summer 2003	85.0%-95.0%	%, nearest tenth; Upward Trend; Institution report to CHE due Jan 30, 2004
5A	DEFERRED		
6A/B	Fall 2003	20.0%-49.9% Improvement Factor for all: 5% over past 3-yr average.	%, nearest tenth; Upward Trend; CHEMIS Data. CHE calculates and posts report.
7A	2000 Cohort	50.0%-65.0% Improvement Factor for all: 3% over past 3-yr average.	%, nearest tenth; Upward Trend; CHEMIS Data - CHE calculates and posts report. Supplemental report on transfers to non-CHEMIS institutions due March 5, 2004.
7D ⁽¹⁾	Apr 1, '02-Mar 31, 03	75.0% - 89.0% Improvement Factor: 3% over past 3-yr average	%, nearest tenth; Upward Trend; Report to CHE, Aug 2003 IE report
7E	1997 Cohort	25.0%-40.0% Improvement Factor: 3% over past 3-yr average	%, nearest tenth; Upward Trend; CHEMIS data. CHE calculates and posts report. Supplemental report on graduates of non-CHEMIS institutions due March 5, 2004.
8C1	Fall 2003	Varies by institution, see indicator details, page II.173. Improvement Factor: 5% over past 3-yr average	%, nearest tenth; Upward Trend; CHEMIS data. CHE calculates and posts report.
8C2	Fall '02-Fall '03 Retention	47.0%-57.0% Improvement Factor: 5% over past 3-yr average	%, nearest tenth; Upward Trend; CHEMIS data. CHE calculates and posts report.
8C4	Fall 2003	10.0%-13.0% Improvement Factor: 3% over past 3-yr average	%, nearest tenth; Upward Trend; CHEMIS data. CHE calculates and posts report.

⁽¹⁾ 3D and 7D are applicable to institutions depending on programs. For the current and past years, these have applied to USC Lancaster due to business and nursing program accreditations and nursing program licensure exams.

TECHNICAL COLLEGES

TECHNICAL COLLEGES SECTOR INSTITUTIONS – YEAR 7 (2002-03) INDICATORS			
INDICATOR	TIMEFRAME	STANDARD FOR “ACHIEVES” AND IMPROVEMENT	DATA TYPE, TREND, AND DATA REPORTING
1B	Review of Program Inventory as of February 2003	Compliance	Compliance Expected CHE calculates and reports to institutions
1C	Status of mission statement as of Jan 2004 report	Compliance	Text; Compliance Expected; Report submitted to CHE due Jan 30, 2004
1D/E	Goal for FY03 assessed	Varies, institutionally specific	Varies, institutionally specific; Report submitted to CHE due Jan 30, 2004.
2A	Fall 2003	98.0%-99.9% or all but one faculty member if % is below 98.0%	%, nearest tenth; Upward; CHEMIS Data. CHE calculates and posts report.
2D	Fall Salary Survey 2003	\$34,188-\$43,260 Improvement Factor: 1% over prior year	Nearest whole dollar; Upward Trend; CHEMIS data. CHE calculates and posts report.
3D	As of Jan 2004 report	90%-99% or all but 1 program accredited	%, nearest whole; Upward Trend; Institution report to CHE, Aug 2003 IE report with Jan 30, 2004 update due
4A/B	Academic Yr 02-03; Fall 2002, Spring 2003; Summer 2003	80.0%-95.0% (Note: Institution's must also meet "must conditions" - see p. II.107.)	%, nearest tenth; Upward Trend; Institution report to CHE due Jan 30, 2004
5A	DEFERRED		
7A	2000 Cohort	30.0%-45.0% Improvement Factor for all: 3% over past 3-yr average.	%, nearest tenth; Upward Trend; CHEMIS Data - CHE calculates and posts report. Supplemental report on transfers to non-CHEMIS institutions due March 5, 2004.
7B	Compliance in Yr 8 as measurement details are finalized and baseline data collected		
7C	Compliance in Yr 8 as measurement details are finalized and baseline data collected		
7D	Apr 1, '02-Mar 31, 03	75.0% - 89.0% Improvement Factor: 3% over past 3-yr average	%, nearest tenth; Upward Trend; Report to CHE, Aug 2003 IE report
8C1	Fall 2003	Varies by institution, see indicator details pages II.173-174. Improvement Factor: 5% over past 3-yr average	%, nearest tenth; Upward Trend; CHEMIS data. CHE calculates and posts report.
8C2	Fall '02-Fall '03 Retention	49.0%-60.0% Improvement Factor: 5% over past 3-yr average	%, nearest tenth; Upward Trend; CHEMIS data. CHE calculates and posts report.
8C4	Fall 2003	10.0%-13.0% Improvement Factor: 3% over past 3-yr average	%, nearest tenth; Upward Trend; CHEMIS data. CHE calculates and posts report.

SECTION II

B. GENERAL DATA REPORTING SCHEDULE FOR INDICATORS FOR THE CURRENT YEAR

The table below provides a schedule for data reporting for Year 7 for all scored indicators. Dates are approximate and in the event of changes, institutions will be given sufficient notice. The report forms for indicators not reported as part of CHEMIS or IPEDS are found following the indicator's measurement details in Sector II, part C. "Reporting due from" applicability is based on performance funding requirements. For CHEMIS and IPEDS reporting, institutions must report as required independent of performance funding requirements. For example, research and teaching institutions must report on instructor salaries although the instructor subpart is no longer scored as part of the Indicator 2D.

Report Mode	Indicator	Reporting Due From	Approx Due Date
Institutional Effectiveness Reporting	3D	All institutions unless no eligible programs	Aug 1, 2003 (3D update due Jan 30, 2004)
	3E2a, 3E2b	Teaching Sector Only	
	7D	All institutions unless no applicable results	
Reporting to the Division of Finance, Facilities, and MIS	1D/E	All institutions on FY02 performance	Jan 30, 2004
	1C	All Institutions	Jan 30, 2004 COPY OF Yr 8 FORMS FOUND IN WORKBOOK FOLLOWING INDICATORS. Yr 8 FORMS FOR ELECTRONIC REPORTING ARE ON THE WEB.
	3D update	All institutions except USC B, USC Salk, USC Sum, USC Union	
	3E3a, 3E3b	Teaching Sector Only	
	4A/B	All institutions	
	6A/B, MUSC	MUSC	
	7A, MUSC	MUSC	
	9A, MUSC	Clemson, USC C, and Teaching MUSC	
	7A & 7E supplemental data	7A applies to All 2-yr institutions; 7E applies to 2-yr Regionals & USC Beaufort (Supplemental report on transfers & graduates)	Mar 5, 2004
CHEMIS: Enrollment File	6A/B	Research (except MUSC), Teaching, Regional	Oct. 31 2003
Faculty File (Note: faculty & course files are used for Tech 2A)	2A, 2D	All institutions	Dec 1, 2003
Enrollment & Completion File (and GRS data to supplement)	7E	Regional Campuses	Enroll as above; Completions Sept 30, 2003
Enrollment and Faculty Files	8C1,2,3,4	All institutions (8C3 applies to research and teaching institutions only)	As indicated above
IPEDS: Finance Survey	5A, 9B	Due to changes in reporting, these indicators are not calculated for Yr 7 although institutions will still report for IPEDS Finance Survey.	Survey due date to be announced (Spring 2004)
GRS Survey	7A	All institutions, except MUSC (Note: CHEMIS enrollment & completions also used, see above)	GRS due date to be announced (Spring 2004)
CHE Staff Calculation and Report to institutions	1B	CHE staff calculates and reports results to institutions for review. Applies to all institutions.	Spring 2004 (by late February)
	3E1	CHE staff confirms NCATE Status for Teaching Sector	
Other – Indicators under development (Compliance in Yr 7)	7B, 7C	Technical Colleges	Report as required for measure development

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Section II

PART C

Performance Indicators by Critical Success Factor

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C. MEASUREMENT DETAILS: PERFORMANCE INDICATORS BY CRITICAL SUCCESS FACTOR

Indicators and measurement details are presented in the following section. For indicators for which performance results are reported directly to the Finance, Facilities and MIS Division report forms are found following the indicator description. **Information reported on each indicator follows the general format shown here:**

Critical Success Factor:	<i>CRITICAL SUCCESS FACTOR # AND TITLE</i>
Indicator:	<i>(INDICATOR # AND TITLE)</i>
Date Created:	<i>(Will be Publication date of Year 7 Workbook for all Indicators)</i>
Date Last Revised:	<i>(Date pages revised)</i>

Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.

As applied to:	RESEARCH	TEACHING	REGIONAL CAMPUSES	TECHNICAL COLLEGES
Measure:	<i>Measurement definition –Note that information crossing more than one sector applies to those sectors. For example, as shown here, information to the left of the line applies to research, teaching, and regional campuses and information to the left to Technical Colleges. This format style applies to all information in the “Details Regarding the Indicator Measure as Defined” section.</i>			<i>(Information at left applies. See left for applicable explanation)</i>
Timeframe:	<i>General description of measurement timeframe</i>			
Current Year Reporting:	<i>Data timeframe and reporting required for current year assessment</i>			
General Data Source :	<i>General description of source of data used in calculating performance</i>			
Type data and Rounding:	<i>Description of type data used (e.g., numeric, text. . .) and rounding used in final performance data.</i>			
Standard for score of “Achieves” :	<i>Display of range for a score of 2</i>			
Expected Trend and Determining Score:	<i>Description of trend and scoring for the levels of 1 and 3 based on the range for the standard for “achieves</i>			
Improvement Factor:	<i>Level required and a description of the calculation used to determine whether an additional 0.5 points is added to scores of 1 or 2 for improvement</i>			
Note on Origin of Current Standard:	<i>Description of source data used to develop the standard</i>			

Information For Determining Performance Including: an explanation of the measurement calculation, a listing of applicable definitions, and a listing of notes providing a general history of changes to the indicator.

Determining Performance for:	<i>Description of calculation used to determine the performance and other related measurement information</i>
Definitions & Other Qualifications:	<i>Definitions used as related to the indicator measure</i>
<i>(Definitions at right apply to the measure generally and are applicable to all sectors.)</i>	
Historical Notes (by performance year in order of most recent back to earliest):	<i>Notes, in order of most recent year to the earliest year of the indicator that provide a general description of the measure and any changes effective in the year of measurement described</i>

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Critical Success Factor 1

Mission Focus

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Critical Success Factor:	1: MISSION FOCUS
Indicator:	1B: CURRICULA OFFERED TO ACHIEVE MISSION
Date Created:	11/27/02
Date Last Revised:	11/27/02; 10/21/03 (current year reporting, historical notes)

Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.

As applied to:	RESEARCH	TEACHING	REGIONAL CAMPUSES	TECHNICAL COLLEGES
Measure:	Using the institution's most recently approved mission statement, curricula offered to achieve that mission will be measured as the percentage of degree programs which: (1) are appropriate to the degree-level authorized for the institution by the Commission on Higher Education and Act 359 of 1996; (2) support the institution's goals, purpose, and objectives as defined in the approved mission statement; and (3) have received full "approval" in the most recent Commission on Higher Education review of that program.		Using the institution's most recently approved mission statement, curricula offered to achieve that mission will be measured as the percentage of degree programs which: (1) are appropriate to the degree-level authorized for the institution by the Commission on Higher Education and Act 359 of 1996; and (2) support the institution's goals, purpose, and objectives as defined in the approved mission statement; and	
Timeframe:	As of staff review in the spring prior to ratings. As was the case last year, the percentage calculated will be based on the current Inventory of Academic Programs and the status of program reviews conducted from the 1995-96 Academic Year to the most current review.			
Current Year Reporting:	Staff will provide a performance report to each institution for review by February 2004. Note: In year 7, Computer Science Program Review was completed (see CHE Meeting, September 5, 2002, CHE). Any changes in status of past reviews of other program areas as well as completed reviews, if any, will be incorporated in determining Year 8 results.		Staff will provide a performance report to each institution for review by February 2004	
General Data Source :	In early spring, CHE staff calculates performance based on the current Academic Inventory that is maintained and monitored through the CHE Division of Academic Affairs in light of the three points of the measure as applicable. The data are provided to institutions for review prior to finalizing performance results.			
Type data and Rounding:	Percent, nearest whole		Text, Complies or Fails to Comply	
Standard for score of "Achieves" :	95% to 99% of programs or not more than one not approved		Compliance	

(CONTINUED)

Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.

As applied to:	RESEARCH	TEACHING	REGIONAL CAMPUSES	TECHNICAL COLLEGES
Expected Trend and Determining Score:	Upward Trend Expected. A score of 2 if in range inclusive of endpoints or if the institution's performance falls below the range and all of the institution's programs except one meets the criteria. A score or 3 if >99% and a score of 1 if <95%		Compliance Expected and earned if all programs meet both points of the measure. Institutions not earning compliance will receive a score of 1.	
Improvement Factor:	Not Applicable			
Note on Origin of Current Standard:	Current standard was adopted effective with Year 5 (2000-01)			

Information For Determining Performance Including: an explanation of the measurement calculation, a listing of applicable definitions, and a listing of notes providing a general history of changes to the indicator.

Determining Performance for Research and Teaching Sector Institutions:

Performance for Research and Teaching Sector Institutions is assessed by determining the percent of programs meeting the three criteria and comparing that performance to a scale adopted by the Commission. The programs and program review status of programs is based on the current Academic Inventory and the status of reviews since the 1995-96 academic year. In rating this indicator last year (Year 6), the status as of the time of review for ratings of the Academic Inventory and the status of program reviews based on Commission actions as of February 12, 2002, were considered. A similar timeframe should be expected this year and institutions will be provided with any necessary updates related to this timeframe.

Degree programs (see also definitions below for additional details) are considered at the level of the "Degree Designation" provided the CIP code and program title are the same (e.g., CIP=160901, Program Title="French," and Degree Designations of "BA" and "BS" would be counted as 2 programs). Each such degree program is counted once although institutions may provide the same degree program at different sites or through different delivery modes. If the CIP code level and the degree offered are the same, but the program titles indicates different programs, the programs are likely counted separately (e.g., CIP 500999, Program Titles of "Piano Pedagogy" and "Music Composition" and degree designations of "MM" for each would be counted as 2 separate programs).

Determining Performance for Regional Campuses and Technical Colleges:

For Regional Campuses and Technical College Sector Institutions, a determination of compliance will be made by CHE staff each spring as performance is assessed for the purposes of ratings. CHE staff will review the inventory to determine in light of the institution's current mission statement, whether all programs offered support the degree-level authorized in State code as well as those indicated in the institution's mission. If all programs support the authorized degree-level and the institutions goals, a determination of Compliance will be earned.

Definitions & Other Qualifications:	<p><u>Degree programs</u> approved by the Commission on Higher Education and listed in the Inventory of Academic Programs. (The reader is referred to the Academic Affairs section of the Commission's website at www.che400.state.sc.us for additional information regarding the Inventory.)</p>
(Definitions at right apply to the measure generally and are applicable to all sectors.)	<p><u>Program Review Approval Status</u> includes programs reviewed in the 1995-96 academic year and subsequent to that year.</p>
	<p><u>Approved mission statement</u> means the mission statement resulting from the approval process used by the Commission on Higher Education to evaluate a mission statement for Indicator 1C, "Approval of the Mission Statement."</p>
	<p><u>Curricula offered</u> means all programs offered by the institution of higher education.</p>
	<p><u>Degree levels authorized by Act 359 are the following:</u> Undergraduate through doctoral degrees are approved for the research institutions; undergraduate through the masters/specialists degrees are approved for four year institutions; associates degrees are approved for the two year regional campuses and associate degrees are approved for the technical colleges. In rare occasions, a four-year institution may be approved to offer an associate's degree.</p>
Historical Notes (by performance year in order of most recent back to earliest):	<ol style="list-style-type: none"> 1) No changes effective with Performance Year 2003-04 2) No changes effective with Performance Year 2002-03. 3) No changes effective with Performance Year 2001-02. 4) Effective in Performance Year 2000-01, the Commission approved changing the scoring of this measure effective for Year 5 (2000-01) and forward to "compliance" for two-year institutions. No other substantive changes were made to the measure or scale for the research or teaching sector institutions. 5) This measure was revised effective with Performance Year 1999-2000. Subpart 1B-3 was added and the scoring of the indicator was changed from benchmarked to criterion-referenced for assessment in Year 4.

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Critical Success Factor:	1: MISSION FOCUS			
Indicator:	1C: APPROVAL OF A MISSION STATEMENT			
Date Created:	11/27/02			
Date Last Revised:	11/27/02; 10/21/03 (measure, current year reporting, historical notes, form)			
Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.				
As applied to:	RESEARCH	TEACHING	REGIONAL CAMPUSES	TECHNICAL COLLEGES
Measure:	Mission statement with defined characteristics will be submitted for approved of the Commission on Higher Education within three months of any changes receiving local board approval. <i>(revised per CHE action March 6, 2003)</i>			
Timeframe:	Complete statements are submitted upon revision by the institution. The first statements were submitted for all institutions in 1998. Interim reports have been requested each spring term (Jan/Feb).			
Current Year Reporting:	Institutions report on the status of the mission statements by 5:00 pm on January 30, 2004. A copy of the report form follows on the page after the historical notes for this measure. Institutions may access electronic forms for each indicator on the CHE website (www.che.sc.gov) by selecting Performance Funding from the listing for the Finance, Facilities and MIS Division.			
General Data Source:	Institution report received by the Finance, Facilities and MIS Division. See Timeframe above for additional explanation.			
Type data and Rounding:	Compliance (Complies or Fails to Comply)			
Standard for score of "Achieves":	Compliance Indicator. See "Expected Trend and Calculating Score" below.			
Expected Trend and Calculating Score:	Compliance is expected. Institutions are expected to meet all requirements as evidenced by CHE approval of institutional mission statements and revisions. Institutions not in compliance will receive a score of 1.			
Improvement Factor:	Not Applicable			
Note on Origin of Standard:	Compliance standard has applied since the implementation of Indicator 1C in Year 1 (1996-97)			

Information For Determining Performance Including: an explanation of the measurement calculation, a listing of applicable definitions, and a listing of notes providing a general history of changes to the indicator.

Determining Performance as applicable to all sectors, all institutions.

Compliance will be determined by CHE staff early in the spring semester (typically early February) and will be dependent on an institution having CHE approval for its mission statement and for any changes to approved mission statements adopted by institutions and approved by CHE in 1998.

NOTE: If an institution received an "approval" for their mission statement in February, 1998, it need not apply for re-approval ~~during the five (5) year cycle~~ UNLESS it has changed its mission statement since that time. If there are changes, a new mission statement with the changes noted must be submitted to the Commission. CHE staff will request annually from institutions a report on the status of the approved mission statement. In order to be found in compliance during ratings, changes or revisions must be approved by the CHE. Institutions that have made changes and wish consideration by the Commission prior to the rating period may submit such a request prior to the required status report that will be requested in Jan/Feb. Institutions are encouraged to submit changes as soon as possible in order to provide time to resolve any issues that may arise in the process of CHE review and approval prior to final ratings for a year.

IN ORDER TO RECEIVE CHE APPROVAL, MISSION STATEMENTS MUST HAVE THE CHARACTERISTICS LISTED BELOW AS WELL AS CONFORM TO THE CHE'S GUIDING PRINCIPLE FOR EVALUATION OF MISSION STATEMENTS, ALSO LISTED BELOW:

The **DEFINED CHARACTERISTICS OF A MISSION STATEMENT** were developed from the SACS Criteria for what is suggested for inclusion in an institutional mission statement and are as follows:

- 1) Must relate the mission of the institution to the state and sector missions as stated in Act 359 of 1996 (§59-103-15, SC Code of Laws, 1976, as amended);
Must address, as appropriate, the major functions of teaching, scholarship/research and service (*with service is defined as (a) service to the public including community service, (b) service to other institutions, (c) service to the discipline, and (d) service to the institution*).
- 2) Must address the size of the institution in general terms, and
- 3) Must address the following:
 - a) pertinent description of information (e.g., public/private, two-year/four-year university, rural/suburban/urban, etc.);
 - b) delineation of the geographic region for which the institution intends to provide services;
 - c) description of types of students which the institution hopes to attract, accompanied by statements about the types of occupations or endeavors which graduates will be prepared to undertake;
 - d) statements expressing essential beliefs, values or intent of the institution;
 - e) outline of the major functions of the institution (e.g., general education, developmental education, vocational and technical education, professional education, student development, community or public service, research, continuing education, etc);

(continued)
Determining Performance
as applicable to all sectors,
all institutions.

- f) general description of the skills, knowledge, experiences, and attitudes ideally to be acquired or developed by the institution's students; and
- g) be approved by appropriate bodies, (e.g., boards of trustees, state boards, etc.).

THE GUIDING PRINCIPLE FOR THE CHE EVALUATION OF MISSION

STATEMENTS: *An institutional mission statement should accurately reflect what the institution is authorized to do and should be specific enough so the general public can easily read and understand the differences among and between the institutions of higher education in the State even when the institutions might be from the same sector as defined by Act 359 of 1996.*

GENERAL GUIDELINES AND EXPLANATION: It is important to understand that enough specificity should be used to signify differences, but not so much specificity that an institution would have to change its mission statement on a yearly basis. Three general recommendations, accepted by the Commission on Higher Education in October, 1997, to assist the institutions in formulating a mission statement include:

GENERAL RECOMMENDATION 1, SIZE OF INSTITUTION: The institutional mission statement should explicitly state the approximate size of the institution i.e. the size of Performance University is approximately 10,000 - 15,000 FTE student (fall semester count). Saying that an institution is of "moderate size" or a "small size" was generally not believed to be specific enough for the general public to ascertain size. The institution should indicate whether its enrollment is FTE or headcount, annual or fall only.

GENERAL RECOMMENDATION 2, MAJOR FUNCTION OF THE INSTITUTION: More specificity was needed by many institutions regarding the type and level of degrees which the institution confers upon graduation. For example, it is not sufficient to state that an institution has undergraduate degrees since "undergraduate" by definition could or could not include an associate's degree. If an institution offers any degrees, it should specify the level of degree it confers, e.g., associate's degrees, certificates, and/or baccalaureate degrees. The same specificity is needed at the graduate level, e.g., a Performance University offers master degrees, first-professional degrees, and Ph.D. level degrees. This is critical since many of the teaching institutions offer some Ph.D. level degrees and many do not.

GENERAL RECOMMENDATION 3, STYLE, GRAMMAR, AND READABILITY: Although not a part of the direct evaluation, an institution's mission statement should be grammatically correct and highly readable in nature. An overall observation is that some institutions' mission statements had misspellings, subject/verb agreement problems or verb tense problems. In so far as the public nature of an institution's mission statement, an overall observation is that they should be carefully edited for typographical, grammar, and style errors.

Historical Notes (by performance year in order of most recent back to earliest):

The Commission approved a change to the measure on March 6, 2004, to provide for institutions to submit revised statements within three-months of board approval. Before this change, the Commission was to approve all mission statements every 5-years. However, institutions have been seeking re-approval each year if there were changes to the originally approved mission statement. Prior to this change, no changes had been made to this indicator's measurement definitions since its implementation in 1996.

Note: Upon reviewing current SACS Criteria for Accreditation as of September, 2002, staff notes that SACS Criteria related to mission statement or institutional purpose have not changed since the original development of this performance funding indicator. Additional information regarding SACS Criteria for Accreditation can be found via the Commission on Colleges, Southern Association of Colleges and Schools, website at www.sacscoc.org.

INDICATOR 1C REPORT FORM FOR YEAR 8 (2003-04)

YEAR 8 PERFORMANCE DATA, 2003-04 (will be rated to impact 2004-05 funding)	Institution:	
INDICATOR 1C: Approval of Mission Statement 1C DUE Jan 30, 2004, Applies to all Performance Timeframe: As of this report. Mission statements must be re-submitted at this time if revisions have been made since Commission approval.	Contact Name & Phone:	
	Authorizing Signature:	
	Date:	
DATA SOURCE for Report:		
<p>Note: Method of Display is "Compliance" (Yes/No). Approval of mission statements is to occur upon a revision to an institution's approved mission statement. Statements should be submitted within 3-months of a board approved revision. All institutions had mission statements initially approved during 1998</p> <p>Note: Revisions to mission statements should be submitted for consideration prior within three months of approved revisions at the appropriate institution level. Changes to be considered for the current performance year must be submitted by the January 30, 2004, deadline.</p>		
<p>(1) Has your mission statement been revised since receiving Commission approval?</p> <p>_____YES (continue below, further consideration necessary to determine continued compliance)</p> <p>_____NO (continued compliance to be noted for 1C)</p>		
<p>IF item (1) response is "YES",</p> <p>a.) Please submit for review and consideration of the Commission a "clean" copy of the revised mission statement and a "marked" copy on the revised statement on which revisions are clearly identified. A copy of the revised statement should also be transmitted electronically if you are forwarding only hard copies.</p> <p>b.) Has the Board of the Institution approved the revisions?</p> <p>_____YES , Date Changes were Authorized: _____</p> <p>_____NO , Provide name(s) of person(s) who authorized any revisions and outline below the process and timeframe for institutional consideration and approval. <i>(NOTE: The mission statement revisions should be approved at the institutional level prior to receiving consideration of the Commission.)</i></p>		
<p>(2) Has the mission statement been reviewed by the institution since the date it was originally approved by the Commission?</p> <p>_____ YES or _____NO If Yes, the date last reviewed at the institutional level: _____</p>		
TO BE COMPLETED AT CHE: Date Received _____ Revisions received after this date? Yes or No		

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Critical Success Factor:	1: MISSION FOCUS
Indicator:	1D/E COMBINED: 1D, ADOPTION OF A STRATEGIC PLAN TO SUPPORT THE MISSION STATEMENT, AND 1E, ATTAINMENT OF GOALS OF THE STRATEGIC PLAN
Date Created:	11/27/02
Date Last Revised:	11/27/02, 10/21/03 (current year reporting, historical notes, form)

Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.

As applied to:	RESEARCH	TEACHING	REGIONAL CAMPUSES	TECHNICAL COLLEGES
Measure:	<p>Each institution is to be assessed on its performance in attaining a measurable goal over a three-year period. Institutions are to identify, subject to the approval of CHE, the measure to be used in determining performance in attaining the selected goal and the appropriate quantitative standards for each of the three-years for which performance will be scored. Goals and their measures and targets are to be approved such that there will be no delay between ending one goal and beginning another for performance scoring purposes.</p> <p>The identified goal and the selected measure and standards to be used in determining achievement of the goal will meet at a minimum the following requirements:</p> <ul style="list-style-type: none"> • Be in keeping with an institution's own institutional strategic plan or the strategic plan for higher education in South Carolina as approved by the Commission on Higher Education and the Council of Public College and University Presidents; • Support the institution's mission and not be in conflict with the sector mission; • Be maintained for three years; • Include annual as well as third year goals; • Be quantifiable; • Not duplicate an existing performance funding measure; • Not include capital projects; and • Be subject to approval by the Commission on Higher Education. 			
Timeframe:	Goals and targets proposed approximately every 2 years with first three-year goals being proposed in Fall 2000. See table on the following pages for the planned sequence.			
Current Year Reporting:	<p>Institutions report to the Finance, Facilities and MIS Division by 5:00 pm on January 30, 2004. A copy of the report form follows on the page after the historical notes for this measure. Institutions may access electronic forms for each indicator on the CHE website (www.che.sc.gov) by selecting Performance Funding from the listing for the Finance, Facilities and MIS Division.</p> <p>Institutions submitted new goals on February 7, 2003. A review of these is pending and additional details will be provided at a later date.</p>			
General Data Source:	The measure involves proposing goals and targets and submitting data demonstrating performance on the approved goals and targets for performance measurement. Institutions will submit proposals for consideration by the Commission as indicated in the time-table outlined on the following pages. Institutions will submit the performance data and new goals as indicated in the table on the following pages.			

(CONTINUED)

Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.

As applied to:	RESEARCH	TEACHING	REGIONAL CAMPUSES	TECHNICAL COLLEGES
Type data and Rounding:	Varies, institution specific.			
Standard for score of "Achieves":	<p>Varies, institution specific.</p> <p>Each institution will have an approved goal and the corresponding measure and standards for assessing attainment of the goal. Annually, institutions will receive scores of 1, 2, or 3 for "failing to achieve," "achieving," or "exceeding," respectively, based on the approved standard for the year measured. Goals and proposed targets will be approved by the Commission. The goals are set as annual goals over a three-year period and performance in attaining those goals is rated annually.</p> <p>Currently: Institutions are being assessed on goals/standards set and approved during Year 5 (2000-01) for scoring during performance years 2001-02, 2002-03, and 2003-04.</p>			
Expected Trend and Calculating Score:	In setting goals for measurement, institutions are expected to meet all requirements evidenced by CHE approval of institutionally selected goals and targets. In scoring performance, the expected trend will be institutionally specific. The resulting score will be a 1, 2, or 3 dependent on the institution's performance in meeting the pre-identified standards for the selected goals.			
Improvement Factor:	Not Applicable.			
Note on Origin of Standard:	Standards are institution specific.			

Information For Determining Performance Including: an explanation of the measurement calculation, a listing of applicable definitions, and a listing of notes providing a general history of changes to the indicator.

Determining Performance as applicable to all sectors, all institutions.	<p>In past years, Year 4 and prior, institutions submitted planning documents with goals outlined in these documents for consideration for Indicator 1D. In submitting these plans, institutions complied with requirements of 1D. For the first time in Year 4, institutions reported for Indicator 1E on their attainment of goals outlined in institutional planning reports submitted. (In Year 4, assessment for 1E was of FY 98-99 goals as submitted in Spring 1998 for Indicator 1D in year 3).</p> <p>Effective in Year 5, the Commission approved revising the definition of Indicators 1D and 1E to provide more meaningful and individualized assessment. As of Year 6, the Commission has determined that 1D and 1E are to be combined and institutions measured on the attainment of 1 goal rather than 2 as was approved for 1D in Year 5. As a result, of the approved changes in Year 5 and reconsideration of this indicator for its continuation in Year 6, institutions will only be required to submit one goal as their focus and to propose standards to use in determining success in attaining the selected goal as requirements for the combined Indicator 1D/E. These standards are subject to approval by the Commission. The goals and targets selected will normally remain in effect for a three-year period. Rather than Indicator 1D being a compliance indicator with compliance contingent upon institutions' submission of goals and corresponding targets, subject to Commission's approval, and Indicator 1E being an indicator scored relative to each institution's own targets set for "exceeding," "achieving," or "failing to achieve" the selected goals, the Commission will only score performance based on the attainment of standards identified.</p>
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(continued)
Determining
Performance as
applicable to all
sectors, all
institutions.

SC Strategic Plan for Higher Education may be accessed at the CHE website at <http://www.che.sc.gov>

Setting of Goals: Goals are to be submitted in early spring of the appropriate year as identified below and should adhere to the general outline as prescribed above. The goals are to remain in effect for 3 years. Goals were originally set in Year 5 and cover the time period from FY 2000-01 to FY 2002-03. Targets (standards) selected are annual targets of performance for each year of the goal.

A table describing the general measurement cycle for the combined 1D/E follows. A revised form for reporting performance assessed for Year 6 for this indicator follows the description of the indicator.

SUMMARY OF MEASUREMENT
SCHEDULE FOR COMBINED INDICATOR 1D/E

Performance Year	Requirements	Rating
Yr 5 (2000-01 with ratings occurring in Spring 01)	<p>Institutions proposed 2 goals to be maintained for 3 years and proposed annual targets.</p> <p>Revisions occurring in Spring 2001 will result in the selection of 1 goal for continuation.</p> <p>Goals with corresponding target set for:</p> <p>FY 2000-01 FY 2001-02 FY 2002-03</p>	<p>1D: In Year 5 treated as a Compliance Indicator with the setting of goals and targets and approval by CHE fulfilling requirements.</p> <p>1E: None in Yr 5. Institutions will report next in October 2001 on goals set for FY 2000-01.</p>
Yr 6 (2001-02 with ratings occurring in Spring 02)	<p>Report on the attainment of the goal set in Year 5 for the FY 2000-01 period. Report will be due as announced during the 1st week in October 2001.</p> <p>Institutions selected 1 of 2 goals approved in Year 5 for continuation. Selected goals presented to CHE for information on July 12, 2001</p>	<p>Rated on FY 2000-01 goal relative to the target for the FY 2000-01 goal set in Yr 5.</p> <p>(end of 1st year of the first 3-yr period for rating performance of goals adopted in Year 5)</p>
Yr 7 (2002-03 with ratings occurring in Spring 03)	<p>Report on the attainment of the goals set in Year 5 for the FY 2001-02 period. Report will be due as announced during the 1st wk in October 2002.</p> <p>("check-up" on goals set in Yr 5 may be conducted to determine if any institutional concerns or needed modifications)</p> <p>Propose 1 goal to be maintained for 3 years and propose annual targets. To occur during Spring 2003.</p>	<p>Rated on FY 2001-02 goals relative to the target for the FY 2001-02 goals set in Yr 5.</p> <p>(end of 2nd year of the first 3-yr period for rating performance of goals adopted in Year 5)</p>

Performance Year	Requirements	Rating
(Yr 7 Con't)	A goal with corresponding measure and targets will be set for: FY 2003-04 FY 2004-05 FY 2005-06 <i>(Note: performance is scored in the performance year following the end of the FY for the goal)</i>	
Yr 8 (2003-04 with ratings occurring in Spring 04)	Report on the attainment of the goal set in Year 5 for the FY 2002-03 period. Report will be due as announced during the 1 st week in October 2003.	Rated on FY 2002-03 goals relative to the target for the FY 2002-03 goals set in Yr 5. (end of 3 rd yr of the first 3-yr period. for rating performance of goals adopted in Year 5. This completes cycle for assessment of goals set in Yr 5)
<i>and so forth following the pattern as indicated for Years 6, 7, and 8</i>		

Historical Notes
(by performance
year in order of
most recent back
to earliest):

1) No changes were made to this indicator for Performance Year 7 (2002-03).

2) For Year 6 (2001-02 to impact FY 03), the CHE determined that a single indicator replacing the separate 1D and 1E indicators would be continued as a scored indicator for all institutions. Revisions included the combining of 1D and 1E into a single indicator that retains the properties of the two as separate indicators. The number of goals tracked was also reduced from two to one. Institutions chose one goal from the goals as approved in Year 5. (See also CHE or PA Committee minutes and materials of reports for July 12, 2001.)

3) The Commission revised the measures for 1D and 1E in Year 4 effective July 6, 2000, with Year 5 as indicated here -- 1D: Prior to Year 5 the measure was defined as: Strategic planning report with defined characteristics, based on the institution's adopted strategic plan, will be approved by the Commission on Higher Education based on whether or not it addresses the required elements, and whether or not it supports the mission statement of the institution. For additional information on this indicator as measured in the past see pages 17 and 18 of the March 1999, 2nd edition of the workbook. The indicator was measured as a compliance indicator in the past and was continued as a compliance indicator in Year 5.

1E: Prior to Year 5, the measure was defined as: The institution's meeting, or making acceptable progress toward, the goals as outlined in the Institutional Planning Report, excluding the benchmarks and targets required by Act 359 of 1996. This measure was based on the goals identified as part of indicator 1D requirements. For additional information on this indicator as measured in the past see pages 19 and 20 and the April 30, 1999, Errata Sheet of the March 1999, 2nd edition of the workbook. The indicator was measured as a compliance indicator in the past, but with the revisions effective in Year 5 it was to be scored in relation to agreed upon targets. Assessment of Indicator 1E was deferred in Year 5 to provide for the setting of goals and targets in light of the revisions adopted July 6, 2000. Assessment was scheduled to in Year 6 based on the goal and target approved for 1D in Year 5.

INDICATOR 1D/E REPORT FORM FOR YEAR 8 (2003-04)

YEAR 8 PERFORMANCE DATA, 2003-04 (will be rated to impact 2004-05 funding)	Institution:
INDICATOR 1D/E: Strategic Plan and Attainment of Goals	Contact Name & Phone:
1D/E DUE Jan 30, 2004. Applies to All	Authorizing Signature:
Performance Timeframe: Report on attainment of goal set in Fall 2001 for FY03 (Year 3 of the 3-year goal set for FYs 01, 02, & 03).	Date Submitted:
<p>INSTRUCTIONS:</p> <p>REPORT ON ATTAINMENT OF FY03, Jul 1, 2002, - Jun 30, 2003, GOAL (third three annual goals)</p> <p>This indicator allows for the definition of unique goals and targets for each institution. Please report as requested below on the attainment of the third-year goal of your 3-year goal for FYs 01, 02 & 03. This goal was initially set in Fall 2001 (approved in Dec) and identified for continuation in July 2001.</p> <p>Insert the information requested after each item below. The text should wrap, and the form will continue on the next page.</p>	
<p>1) List the 3-yr goal statement followed by the specific goal for FY03 and target for "achieves."</p>	
<p>2.) Clearly indicate your institution's performance for the FY03 goal. Please report as agreed to in setting the goal and target. If desired, you may provide any additional explanation or information that you believe will be helpful to staff in reviewing your performance.</p>	
<p>3.) Provide any additional data or information as necessary based on agreed upon reporting at the time your goal was set. For example, if your institution was using first-year performance results as baseline data to set second and third year goals and/or targets, you should provide the applicable information regarding goals and/or targets here.</p>	
<p>TO BE COMPLETED AT CHE: Date Received _____ Revisions received after this date? Yes or No</p>	

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APPROVAL OF GOALS SUBMITTED IN FEB 2003 IS STILL PENDING, ADDITIONAL INFORMATION TO BE PROVIDED

1D/E INSTRUCTIONS FOR REPORTING GOAL AND TARGETS FOR YEARS 9 (2004-05), 10 (2005-06) AND 11 (2005-06) – DUE FEBRUARY 7, 2003

Schedule for Indicator 1D/E during Performance Year 7:

February 7:	Institutions will submit goals and targets for staff consideration.
March 7:	Institutions will receive staff feedback on goals and targets submitted.
March 28:	Institutions will submit responses to staff's feedback of March 7.
April 1- May 1:	Staff will work with institutions to resolve any remaining differences.
May 13:	Institutionally proposed targets and goals along with staff recommendations will be forwarded to the Committee as part of the mail-out for the May 20 meeting.
May 20:	1D/E goals considered at Planning and Assessment Committee meeting.
June 5:	P&A approved goals considered by Full Commission.

Description of Indicator 1D/E

Adoption of a Three-Year Goal

Each institution is to propose a specific three-year goal and annual measures that are supportive of the goals and objectives of either its strategic plan or the Strategic Plan for Higher Education in South Carolina (see http://www.che400.state.sc.us/web/Perform/IE/Introduction/Strategic%20Plan_2002.htm).

The institution will also propose appropriate quantitative standards for each of the three years, subject to the approval of the Commission on Higher Education.

The measure must:

- Not duplicate an existing performance funding measure;
- Support the institution's mission or the state strategic plan and not be in conflict with the sector mission;
- Not include capital projects;
- Be maintained for three years;
- Be subject to approval by the Commission on Higher Education;
- Be quantifiable; and
- Include annual as well as third year goals.

The indicator is defined such that an institution's performance on the measures and standards will be evaluated by comparing performance to the approved standards for the institution. Institutions will receive scores of 1, 2, or 3 for failing to achieve, achieving, or exceeding, respectively, the approved standard for the year. The "improvement factor" is not applicable for this indicator.

Setting the Goal and Targets in Year 7 for the upcoming three-year period (FY04, FY05, and FY06)

Institutions must submit their selected goals and targets to CHE following the prescribed format attached no later than 5:00 p.m. on February 7, 2003.

Goals should adhere to the general outline as prescribed above. The goals are to remain in effect from FY 2003-04 (PF Year 8) through FY 2005-06 (PF Year 10). Targets selected are annual targets of performance for each year of the goal. A table describing the measurement cycle for 1D/E is found in the Year 7 Workbook. Institutions desiring additional feedback prior to the submission of desired goals and targets on February 7, 2003, should contact CHE staff prior to that date.

Submission of Goal and Targets in Year 7

Please follow the reporting format below when submitting your goals and corresponding targets in fulfillment of requirements for Indicator 1D/E.

By 5:00 pm on February 7, 2003, please submit :

One copy electronically as a Word document by sending the information to mraley@che400.state.sc.us with the subject line indicating "Institution name 1D/E for Yr 7," With the file given the same filename. (If your institution is unable to send the document in Microsoft Word format, a copy can be either mailed or faxed.)

A signed copy of the document should be kept in your files for audit purposes.

Include Information as Requested below:

- 1.) Title: Proposed Goals for FY 2003-04, FY 2004-05 and FY 2005-06
- 2.) Institution Name:
- 3.) Contact Name, Phone #, and email:
- 4.) Authorizing Signature (signature and title)
- 5.) Proposal of 3-year Goal and Annual Targets for FY 2003-04, FY 2004-05 and FY 2005-06

Please complete the following table indicating your overall three-year goal and the corresponding proposed targets to be achieved in each of the indicated fiscal years. Simply insert your statements into the table, the text will wrap around and increase the size of the cells as you type. In some of the cells bracketed information () indicates what type of information you should enter. You may replace the bracketed information with the requested information for your institution. If there is no information in the cell, enter what is indicated by the column header. The first row of the table is set to be a header and will appear on each new page. Please note that the overall goal must be supportive of either the Strategic Plan of the institution or the Strategic Plan for Higher Education in South Carolina

(http://www.che400.state.sc.us/web/Perform/IE/Introduction/Strategic_Plan_2002.htm).

1D/E PROPOSED GOAL AND ANNUAL TARGETS FOR FY 2003-04, FY 2004-05 AND FY 2005-06

YEAR 7 PERFORMANCE DATA, 2002-03 (will be rated to impact 2003-04 funding)	Institution:	
	Contact Name & Phone:	
	Authorizing Signature:	
	Date Submitted:	
INDICATOR 1D/E: Strategic Plan and Attainment of Goals 1D/E DUE Feb 7, 2003. Applies to All Setting of Goal and Targets for FY04, FY05 & FY06		

Goal Statements for 1D Submission Yr 7		Is the Goal supportive of goals and objectives of the institution's strategic plan or the Strategic Plan for Higher Education in SC.	Indicate Trend (expected direction of performance indicating positive achievement) and range required for a score of 2 (achieves).
Stated Goal	Provide brief description of goal and institution's plans for assessment of the goal		
Goal 1	(insert an overall goal statement summary here)	(Please insert here the Institution or State plan goal supported.	N/A
Goal 1a FY 2003-04	(state the FY Goal)	N/A	Insert the following information: Trend: Score 2=
Goal 1b FY 2004-05	(state the FY Goal)	N/A	Insert the following information: Trend: Score 2=
Goal 1c FY 2005-06	(state the FY Goal)	N/A	Insert the following information: Trend: Score 2=

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Critical Success Factor 2

Quality of Faculty

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Critical Success Factor:	2: QUALITY OF FACULTY			
Indicator:	2A: ACADEMIC AND OTHER CREDENTIALS OF PROFESSORS AND INSTRUCTORS			
Date Created:	11/27/02			
Date Last Revised:	11/27/02; 10/21/03 (current year reporting, historical notes)			
Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.				
As applied to:	RESEARCH	TEACHING	REGIONAL CAMPUSES	TECHNICAL COLLEGES
Measure:	The quality of the faculty as represented by the academic and other credentials of professors and instructors is to be measured as: <u>2A for Research, Teaching, and Regional Campuses Sectors:</u> the percent of all full-time faculty who have terminal degrees as defined by SACS in their primary teaching area. <i>NOTE FOR YEAR 7: The indicator is defined such that full-time faculty for research and teaching include only the ranks of assistant professor, associate professor and full professor. For regional campuses, instructors are also included in determining performance. Details are presented below.</i>			The quality of the faculty as represented by the academic and other credentials of professors and instructors is to be measured as: <u>2A for Technical Colleges Sector:</u> the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools (SACS)
Timeframe:	The most recent Fall Semester is considered for ratings.			
Current Year Reporting:	For Year 8, data from Fall 2003 will be considered.			
General Data Source:	Data reported by Institutions to CHE as part of CHEMIS Faculty File data. Data is calculated by CHE from the information reported on the fall faculty file. Performance data are posted on the web for institution review.			
Type data and Rounding:	Percentage expressed to the nearest tenth percent.			
Standard for score of "Achieves" :	75.0% to 84.0%	70.0% to 84.0%	60.0% to 74.0%	98.0% to 99.9% or all but one faculty member if % is below 98.0%
Expected Trend and Determining Score:	Upward Trend Expected. A score of 2 if in range inclusive of endpoints. A score of 3 if > the high end of the scale shown and a score of 1 if < the low end of the scale shown.			Upward Trend Expected. A score of 2 if in range inclusive of endpoints or if the institution's performance falls below the range and all of the institution's faculty except one meet the criteria. A score of 3 if >99.9% and a score of 1 if <98.0%.

(continued)

Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.

As applied to:	RESEARCH	TEACHING	REGIONAL CAMPUSES	TECHNICAL COLLEGES
Improvement Factor:	3% For institutions scoring 1 or 2, 0.5 points are added if performance meets the required improvement level. To earn the 0.5: the performance being assessed must equal or exceed the institution's past 3-year average performance (most recent ended three years not including the performance being assessed) by 3% of the average. (Note: If less than 3 years of data for the most recent ended 3 years, then available data points will be considered for determining the historical average.) Calculation: IF Indicator (or Indicator Subpart) Score Compared to Standard = 1 or 2 AND Current Performance \geq 103% of the past 3-yr Average Performance, THEN Add 0.5 to the score for this indicator or subpart.			Not Applicable
Note on Origin of Current Standard:	Revised Standard implemented in Year 6 (2001-02) due to change in measure. Standard based on SC institutional performance relative to the indicator.			Standard initially approved effective as of Year 5.

Information For Determining Performance Including: an explanation of the measurement calculation, a listing of applicable definitions, and a listing of notes providing a general history of changes to the indicator.

Determining Performance for Research, Teaching and Regional Campuses

2A for research, teaching and regional campuses sector institutions measures full-time faculty who have a terminal degree in their primary teaching area. Institutions are measured on the percent of those identified who have a terminal degree in their primary teaching area. For definitions of underlined, see below. The CHEMIS variable for this part is "SACS_2A2" as reported on the faculty file. See our website and posted technical documentation for CHEMIS for additional information.

Full-time faculty includes those on annual contracts whose teaching represents more than 50 percent of their duties. For medicine and dentistry, faculty with salaries less than or equal to \$40,000 are excluded.

For Year 7: 2A will exclude the rank of instructor for Research and Teaching Sector Institutions. 2A will include the rank of instructor for Regional Campuses.

NOTE REGARDING FACULTY DEFINITION: During the scoring process in Year 6 (2001-02,) research sector institutions raised the issue as to whether or not instructors should be counted in the indicator given that the definition for identifying faculty was that used for Indicator 2D, "Compensation of Faculty." Commission staff found that the intention was to count instructors in 2A while research institutions did not. At its meeting on May 21, 2002, The Committee deferred the issue for later review and consideration. Performance for Year 6 was determined with the instructor rank included in the 2A data for Research, Teaching and Regional Campuses Sector Institutions.

(continued)

Determining Performance
for Research, Teaching and
Regional Campuses

In reviewing the issue, it was agreed that there was a true misunderstanding. As a temporary solution, it was recommended and adopted by the Commission on September 5, 2002, to exclude instructors from this measure for Research and Teaching Sector institutions and to include instructors in this measure for Regional Campuses during Year 7 (2002-03) while the indicator itself is re-visited prior to Year 8 (2003-04). The technical college sector indicator for 2A remains unchanged for Year 7 and is found on the following pages.

An Additional Faculty exclusion for Research, Teaching and Regional Campuses Sectors, Approved July 12, 2001:

To address concerns here regarding the measure standards and institutions with nursing faculty, the CHE approved imposing, for this indicator only, a five-year moratorium on including nursing faculty (individuals whose primary teaching area is nursing) in the numerator or denominator. These individuals are being excluded for five years take into account the limited supply of PhD nursing faculty at this time given the relative “newness” of the PhD degree as the terminal degree for nursing faculty.

CHE plans to re-visit the issue during the timeframe, possibly requesting data (if not available on the CHEMIS system) annually from institutions with nursing programs as to the numbers of nursing faculty and their credentials. If needed data is not available from CHEMIS, CHE plans to request in the near future such data from institutions to establish a baseline regarding full-time nursing faculty and credentials in order to monitor this issue. In reporting for the CHEMIS variable SACS_2A2, institutions will identify applicable “nursing” faculty. See CHEMIS documentation for additional information. It is noted that the standard adopted in Year 6 should allow more flexibility in providing for differences in mix of programs that may affect the percentages of full-time faculty holding terminal degrees.

Terminal Degree in Primary Teaching Area: To make determinations as to whether or not someone holds a terminal degree in their primary teaching area, the following guidance applies:

For those teaching academic subjects, the individual must hold the terminal degree in the primary teaching area as determined by the institution. **Terminal degree** is defined by SACS according to the subject area taught. In most disciplines, the terminal degree is the doctorate; however, in some disciplines, the master’s degree may be considered the terminal degree, for example, the M.F.A. and M.S.W. degrees. Note that first professional degrees held by those teaching in areas for which an appropriate doctoral degree is available are not considered as “terminal degrees in field,” except as provided for in exceptions listed below. **Primary teaching area** is defined as the academic discipline area for which the faculty is employed or assigned by the institution.

Institutions will be responsible for making the determination for each faculty member as to whether or not the terminal degree is in the primary teaching area. For purposes of data verification, institutions should keep records indicating an individual’s primary teaching area, terminal degree, and as necessary, notes related to the determination that the terminal degree is in the primary teaching area.

(continued)

Determining Performance
for Research, Teaching and
Regional Campuses

**Exceptions to the above definition of “terminal degrees” approved
July 12, 2001:**

To address issues and concerns raised regarding the treatment of faculty with first professional degrees, CHE, for purposes of this indicator approved on July 12, 2001, counting first professional degrees under the circumstances outlined below.

- Faculty who hold a law degree (Juris Doctorate or equivalent): CHE approved that, for purposes of this indicator, institutions may count as holding a terminal degree faculty who hold a law degree (Juris Doctorate or equivalent) and whose primary teaching area is law (i.e., law school faculty) AND faculty whose primary area is business who hold a Juris Doctorate or equivalent degree and whose primary responsibility within the business program is teaching law courses such as business law or legal environment of business.
- Faculty who hold a first professional degree of MD, DMD or PharmD or the equivalent level degree for each of these designated first professional degrees: CHE approved that, for purposes of this indicator, institutions may count as holding a terminal degree faculty who hold a first professional degree of MD, DMD or PharmD or the equivalent level degree for each of these designated first professional degrees and whose primary area is in teaching in colleges of medicine, dentistry, or pharmacy. For other faculty, current definitions for the indicator for determining terminal degree would apply. (See page 85 of the Year 5 Workbook).

Determining Performance
for Technical Colleges:

This part, a measure of faculty teaching undergraduate courses who meet SACS criteria, is reported as part of the CHEMIS faculty file requirements. The CHEMIS variable for this part is “SACS_2A1” as reported on the faculty file. Institutions report data for all those teaching whether or not SACS criteria for faculty credentials are met. For additional information on the CHEMIS data collected, see http://www.che400.state.sc.us/web/chemis/CHEMIS_MANUAL.html.

Information related to calculations for performance funding using the CHEMIS faculty file may be found at <http://www.che400.state.sc.us/web/chemis/facultyrpt.html>.

For performance funding purposes, the population used to determine the percentage for 2A for Technical Colleges will be the faculty who taught at least one credit course at the undergraduate course level during the fall semester. The percentage is calculated by CHE by crossing the CHEMIS faculty data with CHEMIS course data to determine those teaching and for those identified, the percentage of those reported to meet SACS.

Faculty: All headcount faculty who teach one or more credit courses in the fall semester.

Headcount faculty refers to full-time and part-time faculty members teaching credit courses in the fall semester.

The criteria for SACS accreditation referred to is found on pages 42-49 (Section 4.8, Faculty) of the 1998 Southern Association of Colleges and

(continued) Determining Performance for Technical Colleges:	Schools (SACS) publication, Criteria for Accreditation, Commission on Colleges. The SACS Criteria is found on the Commission on Colleges website at www.sacscoc.org
	<u>Undergraduate courses</u> will be determined by the CHEMIS variable COUR_LEVEL and the codes 1 through 4. These codes include: remedial, lower division, upper division, and senior/graduate courses.
Definitions & Other Qualifications: (Definitions at right apply to the measure generally and are applicable to all sectors.)	<p>“Criteria for Accreditation, Commission On Colleges” 1998 publication of the Southern Association of Colleges and Schools related to requirements of faculty relevant to assessment of Indicator 2A are found in the 1998 Criteria document on pp 42 and 43, Section 4.8 “Faculty” including 4.8.1 “Selection of Faculty,” 4.8.2 “Academic and Professional Preparation,” and 4.8.2.1 “Associate,” and pages 44-46 and 48, Section 4.8 “Faculty,” including sections 4.8.2 “Baccalaureate” and 4.8.3 “Part Time Faculty.”</p> <p>The 1998 SACS Criteria can be obtained from the Commission on Colleges website at www.sacscoc.org</p>
Historical Notes (by performance year in order of most recent back to earliest):	<p>1) No changes effective in Year 8 (2003-04)</p> <p>2) Effective in Year 7, the Commission approved a recommendation on September 5, 2002, to exclude faculty at the rank of instructor for research and teaching institutions; to include faculty at the rank of instructor for regional campuses; and to leave the indicator as measured for Technical Colleges unchanged for Year 7 (2002-03). Included as part of the recommendation, the Commission also agreed to re-visit the indicator prior to Year 8 (2003-04). The issues related to this indicator were considered by CAPA during June and July, 2002. Language related to the exclusion of graduate teaching assistants was deleted from the Technical College measurement description as it does not apply to that sector.</p> <p>3) Effective with Year 6 (2001-02), the Commission determined that Indicator 2A would be continued as a scored indicator. The measure was revised such that the measure known as 2A1 in Year 5 would be continued as the scored measure for 2A for Technical Colleges and a single revised measure for what was part 2A2a in Year 5 would be used for all other institutions. The revised measure for 2A applicable to research, teaching, and regional campuses sector institutions was defined to assess for full-time faculty the percentage of those with a terminal degree in the primary teaching area. In past years, only faculty teaching undergraduates were included. Other changes included providing for exceptions as outlined above for the counting of first professional degrees as terminal degrees and providing for a moratorium on including nursing faculty for 5 years. Additionally, revised standards for the measure as applied to research, teaching, and regional campus sector institutions were approved.</p> <p>It is noted that during the scoring of the indicator for Year 6, research sector brought forward an appeal that stated their belief that instructors should not be included in calculating the indicator. It was agreed by the Committee and Research sector institutions to score the indicator including instructors for Year 6 provided that the appeal was deferred to CAPA (Committee to Advise on Performance Funding and Assessment) for additional review.</p>

(continued)
Historical Notes (by
performance year in order
of most recent back to
earliest):

4) No revisions to the measure were made effective with Year 5. The Commission continued deferring part 2 for the Technical Colleges due to measurement issues. The Commission adopted common standards for institutions within sectors for the purpose of assessing performance results. In past years, institutional benchmarks were used.

5) This measure was revised effective with Performance Year 4, 1999-2000. Subpart 2A2 was amended to correct an unintended consequence of the phrasing of the measure as initially defined. As initially defined, the measure excluded terminal degrees such as MFA and MSW because they did not "exceed," which is particularly disadvantageous for those institutions with strong programs in areas such as the fine arts and social work. Also, for this part of the measure, institutions benchmarked both the percent of headcount faculty who have technical degrees (subpart a) and also the percent of full-time faculty who have technical degrees (subpart b). The provision for the technical college system for exceeding minimum technical competence criteria, as defined by the SBTCE, was retained.

Critical Success Factor:	2: QUALITY OF FACULTY			
Indicator:	2D: COMPENSATION OF FACULTY			
Date Created:	11/27/02			
Date Last Revised:	11/27/02; 10/21/03 (current year reporting; historical notes)			
<u>Details Regarding the Indicator Measure as Defined.</u> Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.				
As applied to:	RESEARCH	TEACHING	REGIONAL CAMPUSES	TECHNICAL COLLEGES
Measure:	For Research Institutions and Four-year Colleges and Universities, the measure is the average faculty salary by rank for the ranks of assistant professor, associate professor and professor.		For Regional Campuses of the University of South Carolina, the measure is the average of faculty salaries. Faculty with ranks of instructor, assistant professor, associate professor, and professor will be included in determining the average.	For Technical Colleges, which do not utilize ranking of faculty, the measure is the average of faculty salaries.
Timeframe:	Based on data reported for the most recent ended fall prior to ratings.			
Current Year Reporting:	For Year 8, Fall 2003 Survey.			
General Data Source:	Reported by Institutions to CHE as part of the CHEMIS Faculty File. Data are used to calculate performance funding performance per this indicator and for federal reporting requirements.			
Type data and Rounding:	Average amount expressed in whole dollars.			
Standard for score of "Achieves" :	RESEARCH	TEACHING	REGIONAL CAMPUSES	TECHNICAL COLLEGES
All Faculty Ranks	Not Applicable	Not Applicable	\$35,687 - \$45,156	\$34,188 - \$43,260
Assistant Professor Rank:	Clemson: \$42,773 - \$50,740 USC Columbia \$44,718 - \$53,047 MUSC \$54,028 - \$64,091	\$36,840 - \$43,701	Not Applicable	

(CONTINUED)

Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.

Standard for score of "Achieves" :	RESEARCH	TEACHING	REGIONAL CAMPUSES	TECHNICAL COLLEGES
Associate Professor Rank:	Clemson: \$50,643 - \$60,075 USC Columbia: \$52,038 - \$61,730 MUSC: \$62,855 - \$74,562	\$44,787 - \$53,129	Not Applicable	
Professor Rank:	Clemson: \$69,559 - \$82,514 USC Columbia \$71,798 - \$85,171 MUSC \$79,965 - \$94,858	\$56,164 - \$66,624	Not Applicable	
Expected Trend and Determining Score:	Upward Trend Expected. A score of 2 if in range inclusive of endpoints. A score or 3 if > the high end of the scale shown and a score of 1 if < the low end of the scale shown. Overall Score: For Research and Teaching Institutions, the score on each subpart (assistant rank, associate rank, and professor rank) is received based on the comparison to the standard and determination of improvement. The three scores are averaged and rounded to two decimal places to produce the final indicator score.		Upward trend expected. A score of 2 if in range inclusive of endpoints. A score or 3 if > the high end of the scale shown and a score of 1 if < the low end of the scale shown. Overall Score: For Regional Campuses and Technical Colleges, the final score is the score received based on the comparison to the standards and determination of improvement.	
Improvement Factor:	>= (Legislative % increase for unclassified employees plus 1) of the prior year performance. For Year 8, >= 1% of the prior year (Legislated increase for FY 2002-03 is 0%). For institutions scoring 1 or 2, 0.5 points are added if performance meets the required improvement level. To earn the 0.5: the performance being assessed must equal or exceed the institution's past year performance by 1%. Calculation: IF Indicator (or Indicator Subpart) Score Compared to Standard = 1 or 2 AND Current Performance >= 101% of the past year performance, THEN Add 0.5 to the score for this indicator or subpart.			

(CONTINUED)

Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.

As applied to:	RESEARCH	TEACHING	REGIONAL CAMPUSES	TECHNICAL COLLEGES
Note on Origin of Current Standard:	<p>Standards displayed are for year of assessment only. For this indicator the standard used to judge performance is indexed to either national average salary data or for research institutions, peer average salary data. The figure used as the index is updated annually and those figures are unavailable at this time. The index used will be the most recent available data inflated up to the current year that is relevant to a particular institution or sector. For the reference points used see the table below.</p> <p>On November 7, 2002, the Commission approved standards for "achieves" consistent with those used last year with the exception of the improvement factor which was changed from "3%" to "1%." (See also "Historical Notes" section below.)</p>			

Reference Points for Salary Standards Provided Above	
Research Sector	<p><u>Assistant Professor Rank:</u> Standard based on being at or within 80.0% to 94.9% of the average salary of peer institutions inflated up to the current year. The inflated value used to derive the standards at left included the following: for Clemson, \$52,418, for USC C, \$54,802, and for MUSC, \$66,211.</p> <p><u>Associate Professor Rank:</u> Standard based on being at or within 80.0% to 94.9% of the average salary of peer institutions inflated up to the current year. The inflated value used to derive the standards at left included the following: for Clemson, \$62,062, for USC C, \$63,772, and for MUSC, \$77,028.</p> <p><u>Professor Rank:</u> Standard based on being at or within 80.0% to 94.9% of the average salary of peer institutions inflated up to the current year. The inflated value used to derive the standards at left included the following: for Clemson, \$85,244, for USC C, \$87,988, and for MUSC, \$97,996</p>
Teaching Sector	<p><u>Assistant Professor Rank:</u> Based on being at or within 80.0% to 94.9% of the national average salary where the national average salary is that reported by AAUP for 2000-01 for the type institution by rank and inflated up to the current year by legislated pay increases. The 2000-01 AAUP average for Comprehensive 4-yr institutions for assistant professors is \$45,147. The average was inflated up to the current year by 2% and then used to derive the standards indicated.</p> <p><u>Associate Professor Rank:</u> Based on being at or within 80.0% to 94.9% of the national average salary where the national average salary is that reported by AAUP for 2000-01 for the type institution by rank and inflated up to the current year by legislated pay increases. The 2000-01 AAUP average for Comprehensive 4-yr institutions for associate professors is \$55,886. The average was inflated up to the current year by 2% and then used to derive the standards indicated.</p> <p><u>Professor Rank:</u> Based on being at or within 80.0% to 94.9% of the national average salary where the national average salary is that reported by AAUP for 2000-01 for the type institution by rank and inflated up to the current year by legislated pay increases. The 2000-01 AAUP average for Comprehensive 4-yr institutions for professors is \$68,828. The average was inflated up to the current year by 2% and then used to derive the standards indicated.</p>

(continued) Reference Points for Salary Standards Provided Above	
Regional Campuses	<u>Faculty at All Ranks:</u> Based on being at or within 75.0% to 94.9% of the national average salary where the national average salary is that reported by AAUP for 2000-01 for the type institution and inflated to the current year by legislated pay increases. The 2000-2001 AAUP average for 2-yr public institutions with academic rank (for Regional Campuses) is \$46,650. The "base" average was inflated up 1 year by 2% and then used to derive the standards indicated.
Technical Colleges	<u>Faculty at All Ranks:</u> Based on being at or within 75.0% to 94.9% of the national average salary where the national average salary is that reported by AAUP for 2000-01 for the type institution and inflated to the current year by legislated pay increases. The 2000-01 AAUP average for 2-yr public institutions without academic rank used for Technical Colleges is \$46,020. However, due to data concerns, the 1999-2000 number, \$43,389, inflated by 3% to 2000-01 was used as the base for technical colleges and was inflated up 1 year by 2% and then used to derive the standards indicated.

Information For Determining Performance Including: an explanation of the measurement calculation, a listing of applicable definitions, and a listing of notes providing a general history of changes to the indicator.

Determining Performance for Research and Teaching Sector Institutions:

Faculty includes those whose annual salary is not zero, who have an employment status of full-time and a primary responsibility of instruction (greater than 50% of assigned time).

For medicine and dentistry, salaries less than or equal to \$40,000 are excluded.

The average salary for each rank, excluding instructors for purposes of this indicator, is calculated using data reported on CHEMIS.

For additional information, see CHEMIS section on the Commission's website.

Although data on instructors is not scored as a subpart of this measure, institutions must still report faculty salary data on instructors. As explained in materials considered by the CHE in amending indicator 2D: "... this rank (*instructor*) should be excluded for purposes here due to definitional differences related to the treatment of this rank across institutions and due to the relatively low numbers of faculty at this rank for some institutions. These differences lead to volatility in performance that may not be reflective of an institution's performance and as such the deletion of this rank for scoring purposes in no way reflects a position that instructors should not receive competitive compensation by institutions. Data for instructors will continue to be reported to the Commission and as a result, the Commission can continue monitoring institutions' compensation of instructors to identify any emerging problems. (*Excerpted from materials approved by the Commission 4/5/01 relative to the change in indicator 2D effective with Year 6.*)

Determining Performance for Regional Campuses Sector Institutions:

Faculty includes those whose annual salary is not zero, who have an employment status of full-time and a primary responsibility of instruction (greater than 50% of assigned time).

The average salary, including all ranks, is calculated for Regional Campuses using data reported on CHEMIS. For additional information see CHEMIS section on the Commission's website.

Determining Performance for Technical Colleges:	<p>For technical colleges, faculty includes those whose annual salary is not zero, who have an employment status of full-time and a primary responsibility of instruction (greater than 50% of assigned time) or unclassified continuing education program coordinator status.</p> <p>The average salary of the identified faculty is calculated using data reported on CHEMIS. For additional information see CHEMIS section on the Commission's website.</p>
<p>Definitions & Other Qualifications:</p> <p>(Definitions at right apply to the measure generally and are applicable to all sectors.)</p>	<p><u>Average salary</u> is defined as nine to ten month salaries or eleven to twelve months salaries converted to nine month salaries. Salaries for basic and clinical medicine are not converted.</p> <p>Performance data for this indicator are calculated from data reported on CHEMIS faculty file. For additional definitions and details, please refer to CHEMIS technical documentation.</p>
Historical Notes (by performance year in order of most recent back to earliest):	<p>1) No changes effective in Year 8 (2003-04). Standards same as in Year 7.</p> <p>2) Effective with Performance Year 7, there are no changes to the measure or standards with the exception of the improvement factor. The Commission adopted recommendations to continue the Year 6 standards for "achieves" in Year 7 as a result of there being no mandated pay increase for State employees. The improvement factor was changed from 3% to 1% to reflect the legislated pay increase (0%) plus 1. The standards and methodology used in deriving the standards are under review.</p> <p>3) Effective with Performance Year 6, the Commission approved continuing the measure for 2D as a scored indicator for all institutions. No revisions to the measure were made except that for the four-year institutions where performance is assessed by faculty rank, the subpart assessing the instructor level was removed as a scored part of the indicator. Revised standards for Year 6, derived using the methodology adopted in Year 5, were initially reviewed by the Planning and Assessment Committee on July 12, 2001 and deferred for further consideration. As of this printing it is expected that the Committee will consider standard recommendations in September.</p> <p>4) Effective with Performance Year 5, 2000-01, the Commission adopted changing the measure for the Regional Campuses from assessment by faculty rank to assessment of the average salary of all faculty as was the case in years prior to Year 4. The change was made due to the low number of faculty at different ranks. For the other sectors, no change in the measure was made. In addition to this measurement change, the Commission also adopted a change in the method for assessing performance - a scale common to institutions within a sector and based on national data or for the research sector, peer data, will be used rather than annually proposed individual institutional benchmarks.</p> <p>5) This measure was revised effective with Performance Year 4, 1999-2000. The measure was changed from one overall average for faculty salaries to averages displayed by the ranks of instructor, assistant professor, associate professor, and professor, with the sector benchmark being the national peer average by rank. The change in measure has no impact on the technical colleges, which do not have a system of faculty rank.</p>

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Critical Success Factor 3

Classroom Quality

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Critical Success Factor:	3: CLASSROOM QUALITY			
Indicator:	3D: ACCREDITATION OF DEGREE-GRANTING PROGRAMS			
Date Created:	11/27/02			
Date Last Revised:	11/27/02; 10/21/03 (current year reporting, historical notes, form)			
<u>Details Regarding the Indicator Measure as Defined.</u> Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.				
As applied to:	RESEARCH	TEACHING	REGIONAL CAMPUSES	TECHNICAL COLLEGES
Measure:	Number of programs listed in the <u>Inventory of Academic Degree Programs</u> holding accreditation from a recognized accrediting agency as a percent of the total number of programs listed in the <u>Inventory of Academic Degree Programs</u> for which accreditation is available.			
Timeframe:	Review of status prior to ratings based on a report in Fall and a supplemental report in early spring (Jan/Feb).			
Current Year Reporting:	For Year 8, as of August 2003, report on programs and January 2004 report updating status of August 1 report. A copy of the report required for Institutional Effectiveness (IE) reporting for August 2003 follows this measure. The updated report to be submitted by 5:00 pm on January 30, 2004, is found before the August IE report information. Institutions may access electronic forms for each indicator on the CHE website (www.che400.sc.gov) by selecting Performance Funding from the listing for the Finance, Facilities and MIS. The IE report is available by selecting Institutional Effectiveness under Academic Affairs.			
General Data Source:	Institutions provide reports to the Division of Finance, Facilities and MIS. Data are reported initially in August for institutional effectiveness requirements. Institutions provide the Division with an updated report on programs reported on through institutional effectiveness to indicate any changes in accreditation status. The update report is typically made in February prior to performance funding scoring considerations.			
Type data and Rounding:	Percentage rounded to the nearest whole percent.			
Standard for score of "Achieves" :	90% to 99% or if < 90 % all but 1 program accredited.			
Expected Trend and Determining Score:	Upward Trend Expected. A score of 2 if in range inclusive of endpoints or if the institution's performance falls below the range and all of the institution's programs except one meets the criteria. A score or 3 if >99% and a score of 1 if <90%.			
Improvement Factor:	Not Applicable.			
Note on Origin of Current Standard:	Current standard became effective initially in Year 5 (2000-01)			

Information For Determining Performance Including: an explanation of the measurement calculation, a listing of applicable definitions, and a listing of notes providing a general history of changes to the indicator.

Determining Performance for Research, Teaching, Regional and Technical Colleges

This indicator applies to any institution with programs for which there is a recognized accrediting agency. The indicator currently does not apply to USC Beaufort or the regional campuses including Salkehatchie, Sumter, and Union. The indicator is applicable currently for all other institutions.

The indicator is calculated by dividing the number of fully accredited programs that an institution has by the total number of institutional programs for which there is a recognized accrediting agency. The result is expressed as a percentage rounded to the nearest tenth percent.

NOTE: There have been no changes to the indicator related to how programs are counted. Revisions to the methodology currently used for the counting of accredited and creditable programs continue to be under discussion. Until further action, programs will be continued to be counted as has been the case, i.e., at the "agency" level. Under consideration is whether or not the program count will be by the separate programs for which accreditation is applicable or by the current counting methodology. For example, currently 2-yr engineering programs do not count separately although ABET (the recognized accrediting body for engineering programs) accredits programs and not the overall course of study. As an example, if there are 3 engineering programs and 1 accredited, the count is 1 and 1. In future years the expectation would be that the programs would be counted separately, and following the above example, doing so results in 1 of 3 programs being counted.

Data reporting note: Data for 3D is initially reported as part of institutional effectiveness (IE) reporting and the reader is referred to the IE reporting requirements that are posted on the web. An update to that report must be submitted to the CHE Division of Finance, Facilities and MIS on January 30, 2004. The required format may be accessed on-line, and a copy is provided following the historical notes for this measure.

List of applicable programs to be amended Spring 1998 and annually thereafter. Institutions are not responsible for accreditation until five years after the recognized agency has been added to the approved list. If an institution has such a program accredited before the five years have expired, it may count this program as of the date it is accredited.

A list of approved creditable programs will be circulated annually to the institutions to use in reporting which programs they have that are creditable and which of those are accredited. The list will be provided as part of reporting requirements for institutional effectiveness (i.e., Act 255 of 1992). A copy of the list and instructions for reporting is provided here on the following pages.

Definitions & Other Qualifications:

(Definitions at right apply to the measure generally and are applicable to all sectors.)

Inventory of Academic Degree Programs: Annual listing of programs authorized by the Commission. See the Commission's website for additional information. The information is located by accessing the Division of Academic Affairs from the CHE homepage www.che400.state.sc.us.

Institutions Holding Accreditation: Those programs/institutions which have sought and have been granted full accreditation status by the appropriate accrediting agency.

(continued) Definitions & Other Qualifications:	<p><u>Programs for which Accreditation is Available:</u> Programs which are eligible for accreditation regardless of whether or not the institution chose to pursue accreditation.</p>
	<p><u>Recognized Accrediting Agency:</u> An agency is on the list of accrediting agencies authorized by the Commission on Higher Education.</p>
Historical Notes (by performance year in order of most recent back to earliest):	<p>1) There were no changes to this indicator or the scale used for assessing performance effective in Year 7, 2002-03, or Year 8, 2003-04. Due to the expiration of the deadline for considering programs on-track in determining performance (see also reference note in Year 6,) the following sentence was deleted from the explanatory notes section in the workbook: "For funding purposes only, a program would be understood as accredited if it is currently accredited or if the institution is on schedule for an accreditation visit such that accreditation is expected by April 2002, five years after the adoption of this measure by the Commission on Higher Education."</p> <p>2) There were no changes to this indicator or the scale used for assessing performance effective in Year 6, 2001-02. As of this year, programs on track for accreditation were not considered as accredited. April 2002 represented the deadline by which programs on-track for accreditation had to be accredited by in order to count in determining performance in prior years.</p> <p>3) There were no changes to this indicator or the scale used for assessing performance effective in Year 5, 2000-01.</p> <p>4) This measure was revised effective with Performance Year 4, 1999-2000. The measure was changed from a benchmarked measure to one that is criterion-referenced.</p>

A follow-up report for performance funding is due January 30, 2004. A copy of the form to be used to submit data for performance funding for Year 8 is found on the next two pages. The forms for 3D and other indicators are accessible on the Commission's website (www.che.sc.gov) in Microsoft Word Format.

Following the 2 page data report for reporting updated data in January 2004, the Institutional Effectiveness reporting requirements are found including the instructions for reporting accredited programs and the list of applicable accrediting agencies. The data for institutional effectiveness were submitted to the Commission August 2003.

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INDICATOR 3D REPORT FORM FOR YEAR 8 (2003-04)

YEAR 8 PERFORMANCE DATA, 2003-04 (will be rated to impact 2004-05 funding)	Institution:	
INDICATOR 3D: Accreditation of Degree-Granting Programs	Contact Name & Phone:	
3D DUE JAN 30, 2004, Applies to Research, Teaching, USC Lancaster & Techs	Authorizing Signature:	
<u>Performance Timeframe:</u> Number of accredited programs as of this report. Percent calculated to nearest whole %.	Date Submitted:	
DATA SOURCE for Report:		
<p>EXPLANATION AND INSTRUCTIONS:</p> <p>Your institution provided a report regarding accredited programs on August 1, 2003, as part of institutional effectiveness (IE) reporting to the Planning, Assessment and Performance Funding Division. A copy of the table used for reporting and instructions is found in the workbook and is available on our website at http://www.che.sc.gov (select "Institutional Effectiveness" under Academic Affairs and Licensing. Select from among the instructions, the 2003 information.) The information reported in August, supplemented by the information provided below, will be reviewed by staff in order to determine your performance results for Year 8.</p> <p>The purpose of the report below is to provide an updated status of accredited programs as of this report.</p> <p><u>Methodology for Counting of Programs:</u> As has been the case in the past, the number of accredited and accreditable programs for determining the percent accredited will be tallied at the accrediting agency level. For those agencies that accredit individual programs or "departments" within program areas, please indicate below, as directed, the number of such program/departments accredited and the total number of such program/departments if there have been changes since the information was reported in August - any changes in counts reported at this level will not impact performance for Year 8 if at least one of the "departments" was reported as accredited in the August 2003 report.</p>		
PLEASE COMPLETE THE FOLLOWING: (If there are no changes, you need only submit this page)		
(1) If there have been no changes to status of accredited programs since the August 2003 institutional effectiveness report <u>mark an "X" in the box at right and submit this page.</u> (Your performance will be calculated from the information reported in August for IE.)	(1)	
(2) If there have been changes since August 2003, <u>mark an "X" in the box at right and go on to the next page.</u> (Your performance will be calculated from the information reported in August for IE, supplemented by information provided on the following page.)	(2)	

Please complete the information on the next page if there have been changes since the Aug. 2003 report
(Cells should automatically "wrap" inserted text.)

<u>Accrediting Agency and Area</u> (see IE table for name) If an agency accredits programs/departments within a program area, indicate in parenthesis the # accredited followed by the # eligible using the format “() of ()”	<u>Program Name:</u> Indicate name of program for which the accreditation status has changed	<u>Indicate “Date Accreditation Received”</u> if program has been accredited since August 2003 report	<u>Indicate “Date Accreditation Lost”</u> if an accreditation has been lost since August 2003

For additional rows, place cursor in row above this one & select from menu “Table”, then “Insert”, then “Rows Below.”

Staff Notes and Calculation for 3D for Year 8:

TO BE COMPLETED by CHE → Accredited/on-track # _____ /Total # _____ = Resulting % _____

To be completed by CHE:
 Received: _____ # of Pages _____ Revisions received after this date? YES or NO

INSTITUTIONAL EFFECTIVENESS REPORTING REQUIREMENTS FOR THE JANUARY 2003 REPORT. Program Accreditation Data

SEE CHE WEBSITE FOR UPDATED INSTRUCTIONS FOR THE AUG 2003 REPORT – NO CHANGES WERE MADE TO THE TABLE SINCE 2002 REPORT

Programs Eligible for Accreditation and Programs Accredited

Applicable to four- and two-year institutions

Due August 1, 2002

This form includes a list of accrediting bodies for which one or more academic programs are currently accreditable in a South Carolina institution as reported on U.S. Department of Education FORM IPEDS-1C-1 (6-1-94) and/or have been approved by the Commission on Higher Education.

According to Section 59-101-350, the Commission is responsible for collecting “the number and percentage of accredited programs and the number and percentage of programs eligible for accreditation” from four- and two-year post-secondary institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as a base to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality by looking at the accreditation of degree-granting programs.

If your institution offers one or more programs listed in the Commission’s current Inventory of Academic Degree Programs (<http://www.che400.state.sc.us/web/affairs.htm>) that is accreditable by one or more of the following agencies, you should complete the columns in the table that follows by placing an “x” in the box. For those agencies that accredit individual programs within departments, please put the number of programs in parentheses beside the “x”. An **accreditable** program is one that is eligible for accreditation, regardless of whether or not the institution chooses to pursue accreditation. An **accredited** program is one that has been granted **full** accreditation status by the appropriate accrediting agency.

The addition or deletion of an agency from this list is a prescribed process, administered through the Commission’s Academic Affairs Division. If an agency is added to this list the date that it is added dictates when an accreditable program should be counted “against” the institution with regard to its full accreditation. The most recent agencies that have been added to the list have their corresponding dates listed so that institutions can better calculate the time frame for accreditation. Any agencies that appear on the list without a corresponding date should be understood to have appeared prior to May 1998. The **National Association of Schools of Public Affairs and Administration** was approved as an accrediting agency in 2002. For a complete set of policies and procedures regarding this process, see the Commission’s website at: <http://www.che400.state.sc.us/web/Academic/accreditation%20guidelines.htm>.

TABLE USED TO REPORT IE INFORMATION:

LIST OF NATIONAL INSTITUTIONAL AND SPECIALIZED ACCREDITING BODIES
RECOGNIZED BY THE SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

These agencies and areas may also be found on the CHE's website at:

<http://www.che400.state.sc.us/web/Academic/Accrediting%20Agencies%20Recognised%20by%20CHE.htm>

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
American Assembly of Collegiate Schools of Business - International Association for Management Education	An institution may be accredited by the AACSB or the ACBSP					
Business (BUS)- Baccalaureate, Masters', and Doctoral degree programs in business administration and management						
Business (BUSA)- Baccalaureate, Masters', and Doctoral degree programs in accounting						
ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.						
Engineering (ENG)- Baccalaureate and master's level programs in engineering						
Engineering-related (ENGR) – Engineering related programs at the baccalaureate level						
Engineering Technology (ENGT) – Associate and baccalaureate degree programs in engineering technology						
ACCREDITING COMMISSION ON EDUCATION FOR HEALTH SERVICES ADMINISTRATION						
Health Services Administration HSA) Graduate programs						

			Details on Program (if program not fully accredited-do not complete if fully accredited)			
ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS						
Journalism and Mass Communication (JOUR) - Units within institutions offering professional undergraduate and graduate (master's) degree programs						
AMERICAN ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY						
Marriage and Family Therapy (MFTC) - Clinical training programs						
Marriage and Family Therapy (MFTD) - Graduate degree programs						
AMERICAN ASSOCIATION OF FAMILY AND CONSUMER SCIENCES (AAFCS)						
Home Economics - Baccalaureate programs						
AMERICAN ASSOCIATION OF NURSE ANESTHETISTS						
Nurse Anesthetists (ANEST) - Generic nurse anesthesia education programs/schools						
AMERICAN BAR ASSOCIATION						
Law (LAW) - Professional schools						
AMERICAN BOARD OF FUNERAL SERVICE EDUCATION						
Funeral Service Education (FUSER) Independent schools and collegiate Departments						

			Details on Program (if program not fully accredited-do not complete if fully accredited)			
AMERICAN COLLEGE OF NURSE MIDWIVES						
Nurse Midwifery (MIDWF) - Basic certificate and basic master's degree program						
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION						
Construction Education (CONST) - Baccalaureate degree programs						
AMERICAN COUNCIL ON PHARMACEUTICAL EDUCATION						
Pharmacy (PHAR) - Professional degree programs						
AMERICAN COUNSELING ASSOCIATION						
Counseling - Masters and Doctoral level programs						
AMERICAN CULINARY FEDERATION EDUCATIONAL INSTITUTE						
Culinary Arts (CUL) - postsecondary programs which award certificates, diplomas, or associate degrees in culinary arts and food services management						
AMERICAN DENTAL ASSOCIATION						
Dental Assisting (DA)						
Dental Hygiene (DH)						
Dental Laboratory Technology (DT)						
Dentistry (DENT) - Programs leading to the D.D.S. or D.M.D. degree advanced general dentistry and specialty programs, and general practice residency programs						
AMERICAN DIETETIC ASSOCIATION, THE						
Dietetics (DIET) - Coordinated undergraduate programs						
Dietetics (DIETI) - Post baccalaureate internship programs						

			Details on Program (if program not fully accredited-do not complete if fully accredited)			
AMERICAN LIBRARY ASSOCIATION						
Librarianship (LIB) - master's program leading to the first professional degree						
AMERICAN MEDICAL ASSOCIATION COUNCIL ON MEDICALEDUCATION AND ASSOCIATION OF AMERICAN MEDICAL COLLEGES, LIAISON COMMITTEE ON MEDICAL EDUCATION						
Medicine (MED) - Programs leading to the M.D. M.D. degree						
AMERICAN OCCUPATIONAL THERAPY ASSOCIATION						
Occupational Therapist (OT)						
Occupational Therapy Assistant (OTA)						
AMERICAN PHYSICAL THERAPY ASSOCIATION						
Physical Therapy (PTAA) - Programs for the physical therapist assistant						
Physical Therapy (PTA) - Professional programs for the physical therapist						
AMERICAN PSYCHOLOGICAL ASSOCIATION						
Clinical Psychology (CLPSY) - Doctoral programs						
Counseling Psychology (COPSY) - Doctoral programs						
Professional Psychology (IPSY) - Predoctoral internship programs						
Professional/Scientific Psychology (PSPSY) - Doctoral programs						
School Psychology (SCPSY)B - Doctoral programs						

			Details on Program (if program not fully accredited-do not complete if fully accredited)			
AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS						
Landscape Architecture (LSAR) - Baccalaureate and master's programs leading to the first professional degree						
AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION						
Audiology (AUD) - Graduate degree programs						
Speech-Language Pathology (SP) - Graduate degree programs						
AMERICAN VETERINARY MEDICAL ASSOCIATION						5/1998
Veterinary Medicine - Programs leading to a D.V.M. or D.M.V. degree						5/1998
ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS	<i>An institution may be accredited by the ACBSP or the AACSB</i>					
Business (BUAD) - Associate degree programs in business and business-related fields						
Business (BUBD) - Baccalaureate degree programs in business and business-related fields						
Business (BUMD) - Master degree programs in business and business-related fields						
COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS						
Cytotechnologist (CYTO)						
Diagnostic Medical Sonographer (DMS)						
Electroneurodiagnostic Technologist (ENDT)						
Emergency Medical Technician-Paramedic (EMTP)						
Histologic Technician/Technologist (HT)						
Joint Review Committee - Athletic Training (JRC-						11/1999

			Details on Program (if program not fully accredited-do not complete if fully accredited)			
AT)						
Medical Assistant (MA)						
Medical Records Administrator (MRA)						
Ophthalmic Medical Assistant (OMA)						
Perfusionist (PERF)						
Physician Assistant (PA) - Assistant to the primary care physician						
Respiratory Therapist (REST)						
Respiratory Therapy Technician (RESTT)						
Specialist in Blood Bank Technology (SBBT)						
Surgeon's Assistant (SA)						
Surgical Technologist (ST)						
COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)						11/1999
Nursing - Baccalaureate-degree nursing education programs						11/1999
Nursing - Graduate-degree nursing education programs						11/1999
COMMISSION ON OPTICIANRY ACCREDITATION						
Opticianry (OPLT) - 1-year programs for the ophthalmic laboratory technician						
Opticianry (OPD) - 2-year programs for the ophthalmic dispenser						
COMPUTING SCIENCE ACCREDITATION BOARD, INC.						
Computer Science (COMP) - Baccalaureate programs in computer science						
COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATION PROGRAMS (CACREP)						5/1998
Masters degree programs to prepare individuals for community counseling, mental health counseling, marriage and family counseling, school counseling, student affairs						5/1998

			Details on Program (if program not fully accredited-do not complete if fully accredited)			
practice in higher education, and Doctoral-level programs in counselor education and supervision.						
COUNCIL ON EDUCATION FOR PUBLIC HEALTH						
Community Health Education (CHE) - Graduate programs offered outside schools of public health						
Community Health/Preventative Medicine (CHPM) - Graduate programs offered outside schools of public health						
Public Health (PH) - Graduate schools of public health						
COUNCIL ON REHABILITATION EDUCATION (CORE)						9/1999
Rehabilitation Counseling						9/1999
COUNCIL ON SOCIAL WORK EDUCATION						
Social Work (SW) - Baccalaureate and master's degree programs						
FOUNDATION FOR INTERIOR DESIGN EDUCATION RESEARCH						
Interior Design (FIDER) - 2-year pre-professional assistant level programs(certificate and associate degree); first professional degree level programs (master's and baccalaureate degrees and 3-year certificate); and post professional master's degree programs						
JOINT REVIEW COMMITTEE ON EDUCATION IN RADIOLOGIC TECHNOLOGY						
Radiologic Technology (RAD) - Programs for radiographers (Diploma, associate, baccalaureate programs)						

			Details on Program (if program not fully accredited-do not complete if fully accredited)			
Radiologic Technology (RADTT) - Programs for radiation therapists (Diploma, associate, baccalaureate programs)						
JOINT REVIEW COMMITTEE ON EDUCATIONAL PROGRAMS IN NUCLEAR MEDICINE TECHNOLOGY						
Nuclear Medicine Technologist (NMT) - Programs for the nuclear medicine technologist						
NATIONAL ACCREDITING AGENCY FOR CLINICAL LABORATORY SCIENCES						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTC) - Certificate program						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTAD) - Associate's degree						
Clinical Laboratory Science/Medical Technology (MT) - Professional programs (Baccalaureate and master's level)						
NATIONAL ACCREDITING COMMISSION OF COSMETOLOGY ARTS AND SCIENCES						
Cosmetology (COSME) - Postsecondary schools and departments of cosmetology arts & sciences						
NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.						
Architecture (ARCH) - first professional degree programs						

			Details on Program (if program not fully accredited-do not complete if fully accredited)			
NATIONAL ASSOCIATION OF INDUSTRIAL TECHNOLOGY						
Industrial Technology (INDT) - Baccalaureate degree programs						
NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN						
Art & Design (ART) - Degree-granting schools and departments and nondegree-granting schools						
NATIONAL ASSOCIATION OF SCHOOLS OF DANCE						
Dance (DANCE) - Institutions and units within institutions offering degree-granting and nondegree-granting programs						
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC						
Music (MUS) - Baccalaureate and graduate degree programs						
Music (MUSA) - Community and junior college programs						
Music (MUSN) - Nondegree programs						
NATIONAL ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION						
Masters of Public Administration (MPA)						7/2002
NATIONAL ASSOCIATION OF SCHOOLS OF THEATER						
Theater (THEA) - Institutions and units within institutions offering degree-granting and/or nondegree-granting programs						

			Details on Program (if program not fully accredited-do not complete if fully accredited)			
NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION						
Teacher Education (TED) - Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools						
NATIONAL LEAGUE FOR NURSING, INC						
Nursing (PNUR) - Practical nursing programs						
Nursing (ADNUR) - Associate degree programs						
Nursing (DNUR) – Diploma programs						
Nursing (NUR) - Baccalaureate and higher degree programs						
SOCIETY OF AMERICAN FORESTERS						
Forestry (FOR) - Programs leading to a bachelor's or higher first professional degree						

Total*This information to be used as a base for performance indicator 3D*

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Critical Success Factor:	3: CLASSROOM QUALITY
Indicator:	3E: INSTITUTIONAL EMPHASIS ON QUALITY TEACHER EDUCATION AND REFORM

Date Created:	11/27/02
Date Last Revised:	11/27/02; 10/21/03 (current year reporting, historical notes, 3E3 form)

Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.

As applied to:	TEACHING
Measure:	<p>The extent to which the following three areas are reflected in the institution's teacher education program.</p> <p>1) Program Quality: Attainment of successful initial accreditation or candidacy for accreditation by the National Council for Accreditation of Teacher Education (NCATE) and continued success in maintaining NCATE accreditation. (<i>subpart 3E1</i>)</p> <p>2) Student Performance: (a) Percentage of students passing the professional knowledge examination of the National Teachers Examination and (b) Percentage of students passing the specialty area examinations of the National Teachers Examination. (<i>subparts 3E2a and 3E2b</i>)</p> <p>3) Critical Needs: (a) The percentage of graduates from teacher education programs annually which are in critical shortage areas as defined by the State Board of Education. (b) The percentage of graduates from teacher education programs annually who are minority students. (<i>subparts 3E3a and 3E3b</i>)</p>
Timeframe:	<p>3E1: Accreditation status as of assessment for ratings</p> <p>3E2a, 3E2b: The most recent ended April 1 to March 31 period.</p> <p>3E3a, 3E3b: The most recent ended fiscal year.</p>
Current Year Reporting:	<p>3E1: Accreditation Status as of Assessment for Ratings in Spring 2004</p> <p>Data Reports for Year 8: For Part 1, no report is due. Compliance is determined by a review of NCATE accreditation status in the spring prior to ratings.</p> <p>3E2a, 3E2b: For Year 8, April 1, 2002 to March 31, 2003</p> <p>For Part 2, data are reported as part of institutional effectiveness reporting that is submitted in August. Data used for Year 8 performance funding were reported to the Commission in August, 2003. FOR PERFORMANCE FUNDING, PART 3E2a IS DEFERRED FROM SCORING, BUT DATA ARE STILL REPORTED.</p> <p>3E3a, 3E3b: For Year 8, July 1, 2002 to June 30, 2003</p> <p>For Part 3, data are to be submitted by 5:00 pm on January 30, 2004. A copy of the report form follows this measure. Institutions may access electronic forms for each indicator on the CHE website (www.che.sc.gov) by selecting Performance Funding from the listing under Finance, Facilities and MIS Division.</p>

(CONTINUED)

Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.

As applied to:	TEACHING
General Data Source:	<p>3E1: Data available from CHE NCATE Coordinator, accrediting body or the institution. CHE staff will use one of these sources (likely in that order) in confirming the accreditation status.</p> <p>3E2a, 3E2b: Institutional reports of student performance on licensure exams reported to CHE as part of institutional effectiveness reporting.</p> <p>3E3a, 3E3b: Institutional reports to CHE's Division of Finance, Facilities, and MIS</p>
Type data and Rounding:	<p>3E1: Designation of compliance or non-compliance.</p> <p>3E2a, 3E2b: Percentage rounded to the nearest tenth percent</p> <p>3E3a, 3E3b: Percentage rounded to the nearest whole percent</p>
Standard for score of "Achieves" :	<p>Compliance 3E1</p> <p>3E2a: Deferred from scoring at present. (In past years 90.0% to 94.0% was applied)</p> <p>3E2b: 75.0% to 89.0%</p> <p>3E3a: 20.0% to 34.0%</p> <p>3E3b: 10.0% to 20.0%</p>
Expected Trend and Determining Score:	<p>3E1: In compliance. For all other parts: upward movement is considered to indicate improvement.</p> <p>3E 2a, 2b, 3a, & 3b: Upward Trend Expected. A score of 2 if in range as specified above inclusive of endpoints. If the institution's performance falls below the range specified above a score of 1 is awarded. A score or 3 is awarded if performance is greater than the range specified above.</p> <p>The Overall Indicator Score for 3E is derived as follows: An institutions final score on this indicator is derived by averaging together the scores earned on 3E1, the average of the scores earned on 3E2a and 3E2b, and the average of the scores earned on 3E3a and 3E3b, rounded to two decimal places. If the institution is "in compliance" with 3E1, then the final score is the average of the averaged scores on 3E2a and 3E2b and the averaged scores on 3E3a and 3E3b.</p>
Improvement Factor:	<p>3E1: Not Applicable.</p> <p>3E2a, 3E2b: $\geq 3\%$ of most recent ended 3-year average performance.</p> <p>3E3a, 3E3b: $\geq 5\%$ of most recent ended 3-year average performance.</p> <p>For institutions scoring 1 or 2, 0.5 points are added if performance meets the required improvement level. To earn the 0.5: the performance being assessed must equal or exceed the institution's past 3-year average performance (most recent ended three years not including the performance being assessed) by 3% (3E2a, 3E2b) or 5% (3E3a, 3E3b) of the average. (Note: If less than 3 years of data for the most recent ended 3 years, then available data points will be considered for determining the historical average.)</p> <p>Calculation: IF Indicator (or Indicator Subpart) Score Compared to Standard = 1 or 2 AND Current Performance $\geq 103\%$ (3E2a, 3E2b) or 105% (3E3a, 3E3b) of the past 3-yr Average Performance, THEN Add 0.5 to the score for this indicator or subpart.</p>

Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.

As applied to:	TEACHING
Note on Origin of Current Standard:	Standards were developed in Year 5 with a change of the standard for 3E2b in Year 6 based on a review of institutional performance data and K-12 data related to the critical shortage area of minority teachers.

Information For Determining Performance Including: an explanation of the measurement calculation, a listing of applicable definitions, and a listing of notes providing a general history of changes to the indicator.

Determining Performance for Teaching Sector Institutions:	As of Year 6, 2001-02, scored indicator for Teaching Sector only. For Clemson and USC Columbia, the indicator will not be scored as of Year 6. Clemson and USC Columbia report teacher licensure data as part of Indicator 7D for performance funding as well as for institutional effectiveness reporting. Accreditation data for Clemson and USC Columbia are considered as part of indicator 3D.
Part 3E1	<u>Determining Performance for Part 3E1:</u> Attainment of success for accreditation includes having a scheduled NCATE accreditation visit or the process for a one-year continued follow-up. The source data for Item 1 will come from correspondence transmitted to the CHE NCATE coordinator. These will include letters of pre-candidacy followed by the scheduling of the site visit by CHE in conjunction with the SC Department of Education.
Part 3E2a & 3E2b	<p><u>Determining Performance For Part 3E2:</u> The source of data for Item 2 will be institutional reports used to certify the student for licensure validations.</p> <p>For the teacher licensure exams (PRAXIS exams or other comparable teacher licensure exams), the scores for all majors taking the exam (not just the first-time test takers) will be used.</p> <p>Institutions should be including those students who are majoring in or are in a certification track leading to initial teacher licensure/certification and were enrolled in the institution. Exams taken from April 1 through March 31 of a year are considered. Enrollment in the institution should be considered for the spring term that includes April 1, and the following summer, fall, and spring terms.</p> <p>Note: On January 10, 2002, the Commission approved a Committee recommendation adopting the following changes affecting part 2 that became effective as of Year 6, 2001-02:</p> <ol style="list-style-type: none"> 1.) Defer from scoring indicator 3E2a. These data are also deferred in 7D. 2.) Amend standard for 3E2b from 80%-89% to 75%-89%. <p>As a reminder regarding part 3E2b, it is noted that for institutions with teacher education programs, scores for the middle school pedagogy examination (PLT 5-9) were excluded in Year 5 and 6 and will be excluded again in Year 7. Curricula are being developed/adopted to support this new certification area.</p> <p><u>A flow chart is presented following the notes section for this measure. It should be used in determining pass rates on teacher education licensure examinations.</u></p>

Part 3E3a & 3E3b	<p><u>Determining Performance on Part 3E3:</u> The source of data for Item 3 will be from institutional reports to CHE as has been the case in past years. During Year 5, data permitting, staff will test calculating performance by using data reported through the CHEMIS system matched against a list of applicable critical needs areas to determine if this method may be used successfully in deriving the performance data in lieu of institutional reports in future years.</p>												
3E3a	<p><u>Critical Shortage Areas:</u> These areas have been defined in the past as those areas listed as "Critical Needs Program, Subject Areas" by the State Board of Education and as those areas declared as "Critical Shortage Areas for the purpose of repaying South Carolina Teacher Loans." The areas identified in the past that were used last year and in the prior year are shown below.</p> <p>In 1999-2000, Critical Needs Program subjects identified by the State Board of Education included: Art, Business Education, English/Language Arts, Family and Consumer Science (Home Economics), Foreign Languages (French, German, Spanish, and Latin), Industrial Technology, Library Science, Mathematics, and Science (all areas).</p> <p>As of February 1998, Critical Shortage Areas recognized by the Teacher Loan Program included: Special Education (all areas including speech pathology, occupational and physical therapy), Foreign Languages (French, German, Spanish, Latin), Industrial Technology, Library Science, Mathematics, Science (all areas, Family and Consumer Science (Home Economics), Art, Music (choral), Business.</p> <p>These two lists formed the basis for the areas in Year 4 and were the same as those identified and used in Year 3. These areas will remain the areas identified as critical shortage areas for Year 5. New areas will not be added to the list until they have been on either the State Board's list or on the Teacher Loan Program list for at least 3 years. Areas that have been listed will not be removed from the list used for performance assessment until they have not appeared on either list for at least 3 years. THE RESULTING LIST FOR PERFORMANCE FUNDING YEAR 5 AND UNTIL PROGRAMS HAVE BEEN ADDED OR REMOVED FROM THE STATE BOARD OR TEACHER LOAN PROGRAM LISTS, AS INDICATED, IS AS FOLLOWS:</p> <table data-bbox="492 1276 1398 1524"> <tbody> <tr> <td>Art</td><td>Library Science</td></tr> <tr> <td>Business Education</td><td>Industrial Technology</td></tr> <tr> <td>English/Language Arts</td><td>Mathematics</td></tr> <tr> <td>Family and Consumer Sciences (Home Economics)</td><td>Music Choral</td></tr> <tr> <td>Foreign Languages (French, German, Spanish, Latin)</td><td>Science (all areas)</td></tr> <tr> <td></td><td>Special Education (all areas including speech pathology, occupational and physical therapy)</td></tr> </tbody> </table>	Art	Library Science	Business Education	Industrial Technology	English/Language Arts	Mathematics	Family and Consumer Sciences (Home Economics)	Music Choral	Foreign Languages (French, German, Spanish, Latin)	Science (all areas)		Special Education (all areas including speech pathology, occupational and physical therapy)
Art	Library Science												
Business Education	Industrial Technology												
English/Language Arts	Mathematics												
Family and Consumer Sciences (Home Economics)	Music Choral												
Foreign Languages (French, German, Spanish, Latin)	Science (all areas)												
	Special Education (all areas including speech pathology, occupational and physical therapy)												
3E3b	<p><u>Minority Students:</u> Effective in Year 4 and forward, this measure was changed to assess all minorities who graduate from teacher education programs annually rather than only African-Americans as was the case in Year 3. All minorities include Black/African American, American Indian/Alaskan Native, Asian or Pacific Islander, and Hispanic. (This definition is consistent with the definition of minority being used for Indicator 8C1 and 8C2.) The number of minority graduates in teacher education to the total education graduates, expressed as a percent, is the basis for calculating performance data for this subpart. The graduates considered are those graduating in the most recent ended July 1 to June 30 period. (For example, in Year 5 (2000-01), graduates from July 1, 1999, through June 30, 2000.)</p>												

Historical Notes (by performance year in order of most recent back to earliest):

1) There were no changes to the measure or standards in either Year 7 or Year 8. Middle School pedagogy exams continues to be deferred for institutions with teacher education programs in this indicator and Indicator 7D. Part 3E2a continues to be deferred from scoring and the associated data continues to be excluded in 7D as well.

2) Effective Year 6, the Commission approved on January 10, 2002, a Committee recommendation affecting part 2. The Commission deferred 3E2a from scoring due to recent changes in exam requirements affecting the comparability of data across institutions. The data for 3E2a are also deferred from inclusion in 7D. Secondly, the Commission amended the standard for 3E2b from 80%-89% to 75%-89%. Middle School pedagogy exams continued to be deferred for institutions with teacher education programs in Indicators 7D and 3E2b.

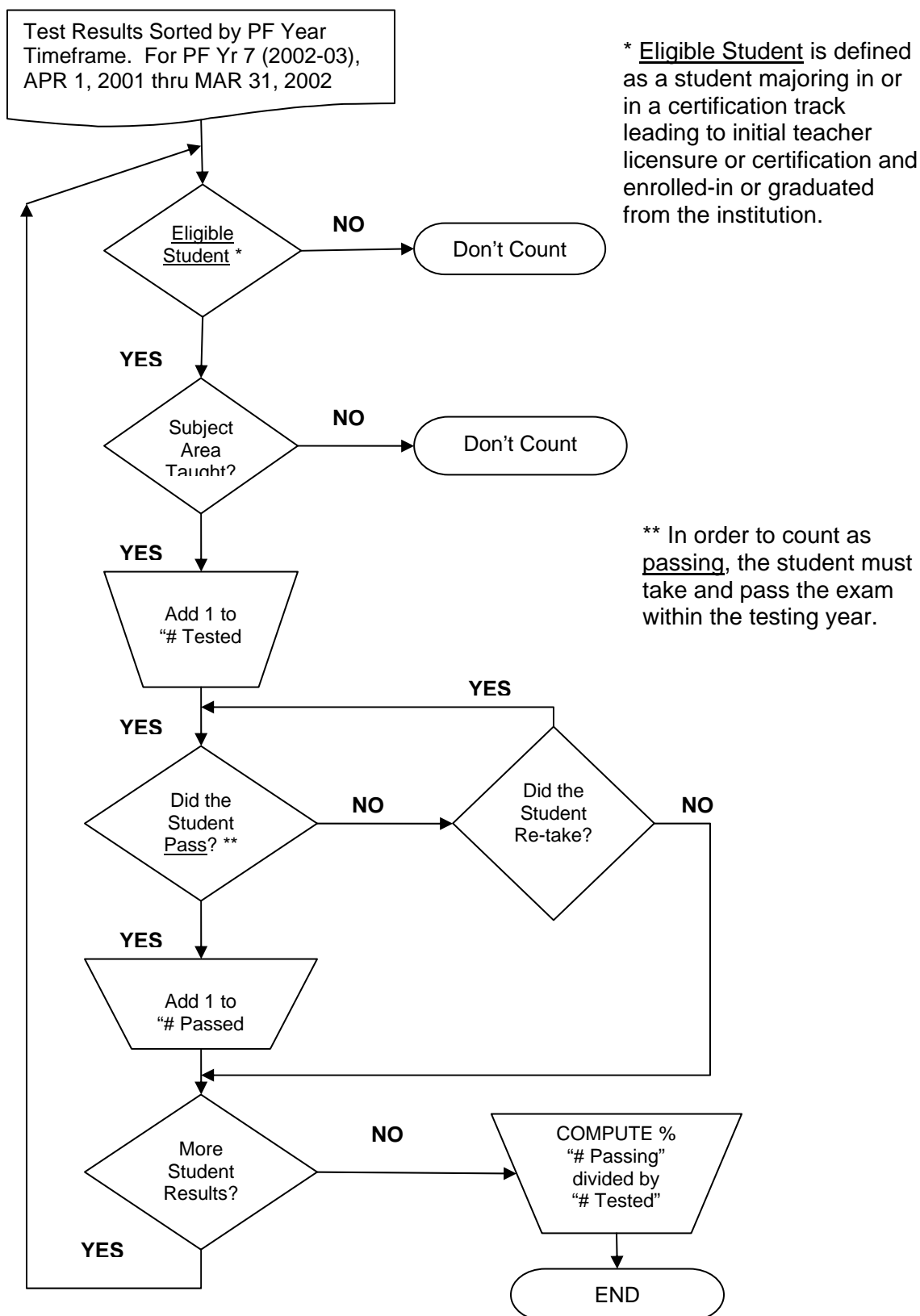
3) Effective Year 5, the Commission deferred the counting of licensure scores for the middle school pedagogy examination (PLT 5-9) from part 3E2b for institutions with teacher education programs, Curricula are being developed/adopted to support this new certification area. For 3E3a, critical shortage areas, the Commission clarified the length of time subject areas should be on the list before students in the areas would be counted. Additionally, clarifying language related to determining performance on the subparts as conveyed in the past through memorandums to institutions has been added to the revised workbook for Year 5.

For implementation in Year 5, The Commission approved a change to the assessment of performance results for purposes of ratings. Performance on parts 3E2 and 3E3 based on a comparison of performance to a scale as opposed to relying on individual institutional benchmarking as has been the case in past years. Part 3E1 continues to remain a compliance indicator.

4) Effective in Year 4 (1999-2000), there were no changes to the indicator with the exception of a change to Part 3E3b, which measures minority teacher education graduates. The definition of minority was changed from African American only to all minority categories.

5) Indicator 3E was first measured in Year 3 (1998-99). Part 3E3b assessing the critical shortage area of minority teacher education graduates measured minority as African American teacher education. Part 1 of the measure was scored as to compliance and the remaining parts were scored benchmarks determined for each institution.

FLOW CHART FOR DETERMINING PASS RATES FOR TEACHER LICENSURE EXAMS



INDICATOR 3E 3A & 3E3B REPORT FORM FOR YEAR 8 (2003-04)

YEAR 8 PERFORMANCE DATA, 2003-04 (will be rated to impact 2004-05 funding)	Institution:
INDICATOR 3E3a: % of graduates from teacher education programs annually who are in critical shortage areas as defined by State Board of Educ.	Contact Name & Phone:
INDICATOR 3E3b: % of graduates from teacher education programs annually who are minority 3D DUE Jan 30, 2004, Applies to Teaching <u>Performance Timeframe:</u> Graduates of teacher education programs during July 1, 2002 to June 30, 2003.	Authorizing Signature:
	Date Submitted:
Data Source for Report:	
<p>Critical Shortage Areas: Programs include those that are identified by the State Board of Education as Critical Need Program Subject Areas and also those programs declared as critical shortage areas for the purposes of repaying South Carolina Teacher Loans. Programs that have been on either list for the past five years are included for purposes of performance funding. The program areas counted for this measurement cycle include:</p> <p style="padding-left: 40px;">Art, Business Education, English/Language, Family and Consumer Science (Home Economics), Foreign Languages (French, German, Spanish, Latin), Industrial Technology, Library Science, Mathematics, Science (all areas), Music (Choral), and Special Education (all areas including speech pathology, occupational and physical therapy)</p> <p>Minority Students: This is ALL MINORITY STUDENTS not just African American students. The change to include all minorities was implemented for the 1999-00 performance year.</p> <p><i>Note: Remember that graduate students should be counted if they are in teacher education programs that lead to initial licensure.</i></p>	
<p>Total no. of graduates from Teacher Ed. Programs from July 1, 2002 to June 30, 2003: _____</p> <p>Total Number in Critical Shortage Areas: _____</p> <p>3E3a, Percent in Critical Shortage Areas: _____%</p> <p>Total Number who are any Minority: _____</p> <p>3E3b, Percent Minority: _____%</p> <p><i>Percents should be calculated to nearest whole percent</i></p>	
TO BE COMPLETED AT CHE: Date Received _____ Revisions received after this date? Yes or No	

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Critical Success Factor 4

Institutional Cooperation and Collaboration

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Critical Success Factor:	4: INSTITUTIONAL COOPERATION AND COLLABORATION
Indicator:	4 A/B COMBINED: 4A, SHARING AND USE OF TECHNOLOGY, PROGRAMS, EQUIPMENT, SUPPLIES, AND SOURCE MATTER EXPERTS WITHIN THE INSTITUTION, WITH OTHER INSTITUTIONS, AND WITH THE BUSINESS COMMUNITY, AND 4B, COOPERATION AND COLLABORATION WITH PRIVATE INDUSTRY
<i>NOTE: THIS SECTION DESCRIBES 4A/B AS IT IS GENERALLY DEFINED FOR ALL SECTORS. BASED ON THIS GENERAL GUIDANCE, SECTOR MEASURES APPROVED BY CHE FOLLOW.</i>	
Date Created:	11/27/02
Date Last Revised:	11/27/02

Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.

As applied to:	RESEARCH	TEACHING	REGIONAL CAMPUSES	TECHNICAL COLLEGES
Measure of 4A/B as it applies to ALL sectors generally:	Indicator 4A/B is defined tailored to each sector. 4A/B is intended to measure sector focused efforts of institutional cooperative and collaborative work with business, private industry and/or the community. Each sector, subject to approval of the Commission, will develop a common measure that will be the focus of the sector for a timeframe to be determined in excess of one year. Standards will be adopted for use in scoring individual institutional performance annually after the first year of implementation.			
Historical Notes for the General Measure of 4A/B	<p>1) Effective Year 7, measures and standards for each of the sectors were approved on September 5, 2002 (Research, Regional Campuses, and Technical Colleges) and on November 7, 2002 (Teaching). The research sector measure focuses on enhancing collaborative research within the sector and is intended to be followed for 5 years (Years 6-10). The teaching sector measure focuses on program advisory boards and program internships/co-ops to improve the cooperation and collaboration between the sector and the profit and non-profit sectors and is intended to be followed over 4 years (Years 7-10). The regional campuses sector measure focuses on strengthening the campuses community outreach efforts with the private and public sectors and is intended as a 4 year measure (Years 6-9). The technical colleges measure focuses on strengthening technical college program advisory committees through enhanced involvement of business, industry and community representatives and is intended as a 3 year measure (Years 7-9)</p> <p>2) Effective in the 2000-01 Performance Year (Year 6), the Commission approved continuing 4A and 4B as scored indicators with revisions to the measures such that a revised single scored measure is used in assessing indicators 4A and 4B. The approved revised measure is tailored to each sector to focus on efforts of institutional cooperation and collaboration with business, private industry and/or the community. During Year 6, as the revised indicator was phased-in, the measure was scored as a compliance indicator while sectors worked to identify measures and collect baseline data for purposes of determining standards. The expectation was that after Year 6, the indicator would be scored each year. The measure is designed to provide a multiple-year focus. Each sector will re-define its focus area in time to ensure continued annual scoring of Indicator 4A/B as appropriate.</p> <p>3) No changes effective with Year 5.</p> <p>4) Effective in Year 4, this indicator was placed on an assessment cycle and was defined based on institution reports on activities related to cooperation and collaboration with 4A and 4B being defined separately.</p>			
Each sector has defined a measure. The sector specific measures and details on the next page. The Research Sector Measure and Report Form are presented first; the Teaching Sector Measure and Report Form second; the Regional Campuses Sector Measure and Report Form third; and the Technical Colleges Sector Measure and Report Form fourth.				

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RESEARCH SECTOR MEASURE

Critical Success Factor:	4: INSTITUTIONAL COOPERATION AND COLLABORATION
Indicator:	4 A/B COMBINED: 4A, SHARING AND USE OF TECHNOLOGY, PROGRAMS, EQUIPMENT, SUPPLIES, AND SOURCE MATTER EXPERTS WITHIN THE INSTITUTION, WITH OTHER INSTITUTIONS, AND WITH THE BUSINESS COMMUNITY, AND 4B, COOPERATION AND COLLABORATION WITH PRIVATE INDUSTRY
	(AS APPLIED TO RESEARCH SECTOR INSTITUTIONS)
Date Created:	11/27/02
Date Last Revised:	11/27/02; 10/21/03 form

Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.

As applied to:	RESEARCH
Measure:	To enhance collaborative research within the Research Sector including the development and use of an integrated faculty and grants database system.
Timeframe:	<p>5 Year Measure inclusive of Performance Funding Years:</p> <p>6 (2001-02) in which FY01 data are measured (baseline report)</p> <p>7 (2002-03) in which FY02 data are measured (compared to FYs 01, 00, 99 avg)</p> <p>8 (2003-04) in which FY03 data are measured (compared to FYs 02, 01, 00 avg)</p> <p>9 (2004-05) in which FY04 data are measured (compared to FYs 03, 02, 01 avg)</p> <p>10 (2005-06) in which FY05 data are measured (compared to FYs 04, 03, 02 avg)</p> <p>Performance data on the preceding FY performance are submitted annually in January or February.</p>
Current Year Reporting:	For Year 8, data reported are FY 03 data. These data are compared to FYs, '00, '01, and '02 that were reported previously. Data are to be submitted by 5:00 pm on January 30, 2004. A copy of the report form follows this measure. Institutions may access electronic forms for each indicator on the CHE website (www.che.sc.gov) by selecting Performance Funding from the listing for the Finance, Facilities, and MIS Division.
General Data Source :	Report from Sector to CHE as indicated above (see Current Year Reporting).
Type data and Rounding:	<p>First year rating based on the level of achievement of goals.</p> <p>Years 2 through 5 are rated on the % increase of collaborations over the average of the three preceding years. (See Stage 2 below.)</p> <p>Percent increase as measured to the nearest tenth percent.</p>
Standard for score of "Achieves" :	<p>Year 6 (2001-2002): See Above. Prototype tracking software developed, baseline data and definitions submitted. Score based on meeting goals identified related to the development of an integrated faculty and grants database.</p> <p>Subsequent years: See above. Provided each institution meets an identified minimum level of collaboration, then an "Achieves" is scored based on a 5%-15% increase in collaboration over the average of the preceding 3 FYs. Details are provided in the measurement description.</p>
Expected Trend and Determining Score:	<p>Upward Trend Expected. See measurement description for additional details.</p> <p>Type Standard: First year is to be rated based on achievement of goals for developing</p>

(CONTINUED)

Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.

As applied to:	RESEARCH
(continued) Expected Trend and Determining Score:	an integrated database. Years 2 through 5 rated on annual performance in comparison to set scale.
Improvement Factor:	Not Applicable, as this indicator is designed to encourage within a limited timeframe increased performance of each institution's cooperative and collaborative efforts as defined by the sector.
Note on Origin of Current Standard:	Standards adopted September 5, 2002, based on a review of baseline data collected and reported in Year 6 (2001-02)

Information For Determining Performance Including: an explanation of the measurement calculation, a listing of applicable definitions, and a listing of notes providing a general history of changes to the indicator.

Determining Performance for Research Sector Institutions:

MEASUREMENT STRUCTURE AND CALCULATION

Stage 1 (Measurement in Performance Year 6)

In Performance Year 6, the sector reports on success in realizing goals set related to the development of an integrated faculty and grants database. Additionally, a report of baseline data, identifying collaborative projects for each institution, is required. Baseline data are to include a list of existing collaborative efforts (as of June 30, 2001) detailing the project title, approximate funding, partner(s) involved, and duration. The projects will be categorized by institutional partner, with categories for individual collaborations and for partnerships that include all three research institutions.

In stage 1, the performance score for each institution is a numeric score based on the sector's performance in achieving goals to develop an integrated faculty and grants database. Baseline data are used for refining the measure, determining standards, and as comparison point for data collected in the first year of stage 2.

Stage 2 (Measurement in Performance Years 7-10)

In Performance Years 7 through 10, the sector will report during the first week in February or as determined each year on the number of **collaborations** among and between the three institutions for the most recent ended FY. For example, in Year 7 (2002-03), the report on collaborations will include those from July 1, 2001, through June 30, 2002 (FY02). Collaborations will be identified by **partners involved** (see definition below regarding identification of partners), and for each collaboration reported, data including the project title, approximate funding, source of funding and beginning and end dates are also to be reported.

(continued)
Determining Performance
for Research Sector
Institutions:

Generally, in each of the years in stage 2, the performance score for each institution is dependent on each **institution's individual performance** and the **sector's overall performance** in increasing the number of collaborations between and among the three institutions. The **percent increase in collaborations** over the average number of collaborations for the preceding three fiscal years will be measured. A description of the scoring structure follows:

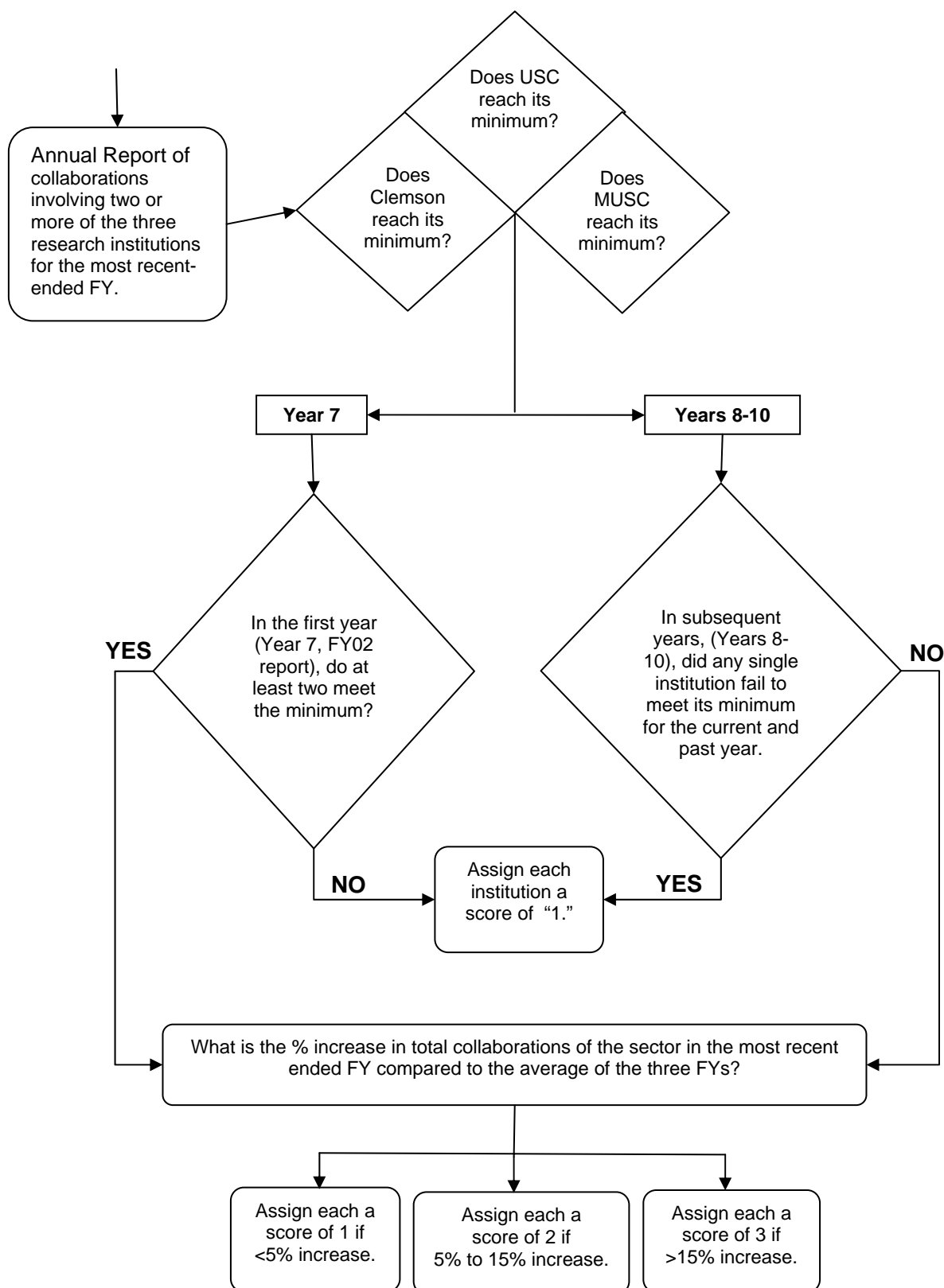
Annually, each institution must demonstrate participation in a minimum level of collaboration. The minimum level of participation required for each institution's individual performance is defined as having a number of collaborations equal to or greater than the its average number of collaborations for the preceding three fiscal years rounded to the nearest whole number. (Note: Microsoft Excel and its round function is currently used in analyzing data.)

It is recognized that there may be factors outside of an institution's control that might prevent an institution from meeting its required annual level of participation although the institution may have shown progress in new collaborations in that year. In such an event, the institution may appeal its case to staff for consideration at the time the data are reported. Staff will review the issues and data presented by the institution making an appeal and recommend any exceptions for consideration by the Finance & Facilities Committee.

In the first year in which collaborations are considered (i.e., Performance Year 7 report of FY02 projects), if at least two institutions meet their identified performance level for the current year, then the sector's overall performance is considered, and the score for each institution is based on the percent increase in the **total number of collaborations identified across the institutions** in the sector over the prior three year average. If two or more institutions fail to meet their identified minimum level of participation, then each institution in the sector will receive a score of "1."

In the second and subsequent years (Performance Years 8 through 10) of the measure, provided that there is no single institution failing to meet its minimum for the **current and past year**, then the sector's overall performance is considered, and the score for each institution is based on the percent increase in the total number of collaborations identified across the institutions in the sector over the average of the three prior fiscal years. (See note above regarding to availability of historical data). A score of "Achieves" or 2 is awarded to each institution for a 5-15% increase in the total number of collaborations over an average of the three prior fiscal years. If the increase is less than 5%, a score of 1 is given to each institution. If the increase is greater than 15%, a score of 3 is given to each institution. In the event there is at least one institution that fails to demonstrate its minimum level of annual participation for the current and past year, then each institution in the sector will receive a score of 1 for that Performance Year for which the score is being assigned, regardless of the percent increase in the overall sector's performance.

A flow chart detailing the scoring process is found on the next page. Definitions of the above bolded and underlined terms are found after the flow chart.



**APPLICABLE
MEASUREMENT
DEFINITIONS:**

Collaboration is defined as a research grant and/or award that involves at least two of the three research sector institutions. Included as collaborations are those projects that involve basic and applied research, acquired through a competitive process, involving at least two of South Carolina's three public research institutions. Excluded are projects involving collaborative placement of students into assistantships or practica, collaborative support in the administration of centers, and state-wide initiatives that involved institutions from other sectors.

Collaborations counted within a FY are determined by the beginning and end dates of the identified collaborations with those counted in a particular FY if either date crosses that FY.

Identifying Collaborations by "Partners Involved:" Partners may include any combination of institutions in the research sector and are identified based on the distribution of funding for the collaboration.

Institution's Individual Performance is determined by counting the number of collaborations, as defined above, that involve that institution and either or both of the other research institutions.

Sector's Performance is determined by counting the total number of non-duplicative collaborations identified, as defined above, including those between Clemson and USC; Clemson and MUSC; USC and MUSC; and Clemson, USC, and MUSC.

Calculating "% increase over the prior three fiscal years" is derived as the number of sector collaborations for the current year minus the average number of sector collaborations for the past three fiscal years with the result divided by the average number of sector collaborations for the past three fiscal years. Performance is expressed as a percentage to the nearest tenth percent. (Note: As indicated above in the discussion of Stage 2 of the measure, the average number of collaborations for the 3 past years is rounded to the nearest whole number.)

$$\frac{((\text{Current Year} - \text{Average of 3 Past Years}) / \text{Average of 3 Past Years}) * 100}{= X.X\%}$$

Current Year: Reference to the Performance Funding Year in which the measure is being calculated and the data reported for that year which is the most recent-ended FY. (For example, for Performance Year 7 data reported in February 2003, the current year data are FY02 data.)

Past Year: Refers to the performance year and data immediately preceding the "current year." (In keeping with the example for "current year," for the report in 2003, the past year data would be the FY01 data that were reported in 2002 for Performance Year 6.)

Average of 3 Past Years: Refers to the performance years and data for three years prior to the "current year." (In keeping with the example for "current year," for the report in 2003, the average of 3 past years would be the average of FY01, FY00, and FY99 data that were reported in 2002 for Performance Year 6.)

RESEARCH SECTOR 4A/B REPORT FORM FOR YEAR 7 (2002-03)

YEAR 8 PERFORMANCE DATA, 2003-04 (will be rated to impact 2004-05 funding)	Institution: Clemson University; USC Columbia Medical University of SC (MUSC)																					
INDICATOR 4A/B: Cooperation and Collaboration, Research Sector	Contact Name & Phone:																					
Report due January 30 2004 Applies to Research Institutions	Authorizing Signature:																					
Performance Timeframe: Report FY02 (July 1, 2001 - June 30, 2002)	Date Submitted:																					
<p>INSTRUCTIONS: Please complete as a sector the information below for purposes of reporting your performance on Indicator 4A/B for Research Institutions. A description of the measure is found in the workbook. In Year 7 and subsequent years, the sector will report in January on the most recent-ended fiscal year activity including: a listing of collaborations with details as indicated below. Please complete the information below for purposes of identifying performance to be scored for Year 8 (2003-04.)</p>																						
<p><u>Measure:</u> To enhance collaborative research within the Research Sector including the development and use of an integrated faculty and grants database.</p>																						
<p>1.) Please attach a listing of the collaborations for FY03 (July 1, 2002 – June 30, 2003) identified by the partners involved and including the following details for each: the project title, approximate funding, source of funding and beginning and end dates.</p>																						
<p>2.) To determine if individual institutions met minimum performance for FY03, report the number of collaborations for each institution and whether the minimum was met. (See workbook for definitions.)</p> <table> <tr> <td>Clemson</td> <td>_____</td> <td>Was the minimum met for FY03?</td> <td>YES</td> <td>or</td> <td>NO</td> <td>(circle one)</td> </tr> <tr> <td>USC Columbia</td> <td>_____</td> <td>Was the minimum met for FY03?</td> <td>YES</td> <td>or</td> <td>NO</td> <td>(circle one)</td> </tr> <tr> <td>MUSC</td> <td>_____</td> <td>Was the minimum met for FY03?</td> <td>YES</td> <td>or</td> <td>NO</td> <td>(circle one)</td> </tr> </table>		Clemson	_____	Was the minimum met for FY03?	YES	or	NO	(circle one)	USC Columbia	_____	Was the minimum met for FY03?	YES	or	NO	(circle one)	MUSC	_____	Was the minimum met for FY03?	YES	or	NO	(circle one)
Clemson	_____	Was the minimum met for FY03?	YES	or	NO	(circle one)																
USC Columbia	_____	Was the minimum met for FY03?	YES	or	NO	(circle one)																
MUSC	_____	Was the minimum met for FY03?	YES	or	NO	(circle one)																
<p>3.) To determine the sector's performance, report the total number of non-duplicative collaborations of the three research institutions: FY03 Collaborations from July 1, 2002, through June 30, 2003 (FY03) involving:</p> <table> <tr> <td>Clemson & MUSC</td> <td>_____</td> </tr> <tr> <td>Clemson & USC</td> <td>_____</td> </tr> <tr> <td>USC & MUSC</td> <td>_____</td> </tr> <tr> <td>Clemson & MUSC & USC</td> <td>_____</td> </tr> <tr> <td>Total Number of FY03 Collaborations</td> <td>_____</td> </tr> </table>		Clemson & MUSC	_____	Clemson & USC	_____	USC & MUSC	_____	Clemson & MUSC & USC	_____	Total Number of FY03 Collaborations	_____											
Clemson & MUSC	_____																					
Clemson & USC	_____																					
USC & MUSC	_____																					
Clemson & MUSC & USC	_____																					
Total Number of FY03 Collaborations	_____																					
<p><u>Sector Performance based on Total FY03 Collaborations:</u></p> <p>((_____ in FY03 - _____ avg of past 3 years) / _____ avg of past 3 years) * 100 = _____% change</p>																						
<p><u>Determination of Score:</u> Provided that there is no single institution failing to meet its minimum for the current and past year, the sector's overall performance is considered and the score for each institution is based on the percentage increase in the total number of collaborations identified across the institutions in the sector over the average of the three prior fiscal years. A score of "2" is awarded to each institution for a 5% to 15% increase; a score of "3" for an increase greater than 15%; and a score of "1" for an increase less than 5%. In the event that at least one institution fails to demonstrate its minimum level of annual participation for the current and past year, then each institution in the sector receives a score of 1 regardless of the percent increase of the overall sector's performance.</p>																						
<p>TO BE COMPLETED AT CHE: Date Received _____ Revisions received after this date? Yes or No</p>																						
<p>Please Remember to Complete and Submit the Summary Table for FY03 for Item 1 Above</p>																						

TEACHING SECTOR MEASURE

Critical Success Factor:	4: INSTITUTIONAL COOPERATION AND COLLABORATION
Indicator:	4 A/B COMBINED: 4A, SHARING AND USE OF TECHNOLOGY, PROGRAMS, EQUIPMENT, SUPPLIES, AND SOURCE MATTER EXPERTS WITHIN THE INSTITUTION, WITH OTHER INSTITUTIONS, AND WITH THE BUSINESS COMMUNITY, AND 4B, COOPERATION AND COLLABORATION WITH PRIVATE INDUSTRY
	(AS APPLIED TO TEACHING SECTOR INSTITUTIONS)
Date Created:	11/27/02
Date Last Revised:	11/27/02; 10/21/03 (current year reporting, form)

Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.

As applied to:	TEACHING
Measure:	<p><u>Explanation:</u> The teaching sector proposes a measure focusing on its program advisory boards to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The measure is structured as a four-part assessment. The level required for compliance will be determined for each part and the institution's performance will be scored relative to the number of parts for which the institution is in compliance.</p> <p>Cooperation and Collaboration with Business and Industry and PreK-12 Education, Health and Welfare as assessed by using a four-part measure in which compliance on each part will be determined and institutions scored relative to the number of the parts for which they are in compliance. The measurement (indicator) assumptions and four-part measure follow:</p> <p><u>Indicator Assumptions</u></p> <ol style="list-style-type: none"> 1.) Cooperation and collaboration between the public and the private sector can bring about better understanding of the needs of South Carolina and the needs of its public institutions of higher education. 2) Institutional advisory boards with membership from non-education sectors can assist institutions in meeting the needs of current workplace environments as well as understanding emerging issues of global competition for South Carolina. 3) It is critical to have sufficient representation from the for-profit business and industry sector to understand the economics of many of these issues. 4) The not-for-profit sector must also be included as full and appropriate partners in the preparation of college students capable of meeting the social, moral and political needs of a global society. 5) The indicator must differentiate between and among institutions within the teaching sector yet allow institutions to meet internal mission and goals, particularly as they relate to academic degree programs. <p><u>To meet the above assumptions, the following four-part measure is proposed:</u></p> <ol style="list-style-type: none"> 1) The institution's reporting of a list of all advisory boards appropriate to the structure, history, strategic vision, and programs of the institution, as justified by the institution and the Commission's endorsement of that list. <i>(NOTE: The measure necessitates a process whereby institutions develop a written description</i>

<p>(continued) Measure:</p>	<p><i>of their current or proposed board configuration, with supporting rationale. One university might describe advisory boards for each of its colleges or schools, for example, while another might describe a mix of advisory boards for each major academic unit with some program-specific boards. The Commission staff would evaluate the board descriptions and listings on the basis of the reasonableness as justified by the institution, and the Commission would endorse them for the purposes of this measure, thereby establishing the “denominator” for the measure.)</i></p> <p>2) Adherence to all of the five following best practices elements by at least 90% of the boards or, for institutions with fewer than 10 boards, all but one of the boards:</p> <ul style="list-style-type: none"> ▪ Designated committee chair; ▪ Regular meetings (at least annually); ▪ Minutes maintained of each meeting; ▪ Evidence of consideration of issues that would relate to program quality such as, but not limited to: a) external reviews, b) self studies, c) proposals for curriculum change, d) performance of students/graduates, e) employer or prospective employer comments on programs or program graduates, and f) external funding or in-kind support; and ▪ Record of results, recommendations, or other impact of the work of the board, as applicable. <p>3) Institutional performance</p> <p>A.) Percent of advisory boards that include representation from business or industry (profit only)</p> <p>B.) Percent of members from campus advisory boards who are from business and industry (non-profit AND profit) from preK-12 education, or from public health and/or social services entities.</p> <p>4) Percent of undergraduate programs that have active, external student internships and co-ops related to the discipline (including but not limited to internships in business, preK-12 education, and public health and social services). “Active” will be defined as having at least 1 student enrolled per academic year.</p> <p><u>To assess performance, compliance on each of the four parts would be determined. Institutional performance would be scored relative to the percentage of “Yes” responses to the four parts.</u></p> <p>Determining Compliance:</p> <p>Part 1: Compliance based on having boards identified and endorsed by the Commission.</p> <p>Part 2: Compliance based on at least 90% of the boards (or all but one if fewer than 10 boards) demonstrating all of the five criteria listed.</p> <p>Part 3: Compliance determined as meeting an identified level on each of the two parts of Part 3. For Part A, institutions must demonstrate 75% for compliance. For Part B, institutions must demonstrate 75% for compliance.</p> <p>Part 4: Compliance determined as having 70% of undergraduate programs with active, external student internships and co-ops related to the discipline.</p> <p><u>Indicator Score:</u> Institutions will earn 1 point for each part for which compliance is demonstrated. Overall performance is determined as the sum of the points earned out of the four possible. The indicator score awarded for performance will be determined using a scale that relates the 4 possible points to a score of 1, 2, or 3.</p>
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(CONTINUED)

Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.

As applied to:	TEACHING
Timeframe:	<p>The indicator as presented here is expected to be maintained over a four-year period exclusive of the baseline year. The period encompasses Performance Funding Years 7 (Academic Year 2001-02 assessed), 8(Academic Year 2002-03 assessed), 9 (Academic Year 2003-04 assessed) and 10 (Academic Year 2004-05 assessed).</p> <p>Baseline data were reported in Year 6 for Academic Year 2000-01 (Fall 2000, Spring 2001 and Summer 2001). In subsequent years, the following timeframes are considered:</p> <ul style="list-style-type: none"> • In Year 7 (2002-03), the data will be reported relative to the Academic Year 2001-02 (Fall 2001, Spring 2002 and Summer 2002). • For the second year of the measure, Year 8, Academic Year 2002-03 (Fall 2002, Spring 2003 and Summer 2003) activities are reported. • For the third year of the measure, Year 9 (2004-05), Academic Year 2003-04 will be reported on, and • For the fourth and final year of the measure, Year 10 (2005-06), the report will focus on Academic Year 2004-05.
Current Year Reporting:	<p>Year 8 data on Academic Year 2002-03 activity will be reported to the Division of Finance, Facilities, and MIS no later than 5:00 pm on January 30, 2004. A copy of the report form follows the measure. Institutions may access electronic forms for each indicator on the CHE website (www.che.sc.gov) by selecting Performance Funding from the listing Finance, Facilities and MIS Division.</p>
General Data Source:	<p>Institutions will submit to CHE's Division of Finance, Facilities and MIS an annual report on the compliance level and supporting data for each of the four measurement parts.</p>
Type data and Rounding:	<p>Whole number. Performance is the sum of the number of points earned across the four parts.</p>
Standard for score of "Achieves" :	<p>To assess performance, compliance on each of the four parts is determined. (See below) Institutional performance would be scored relative to the percentage of "Yes" responses to the four parts.</p> <p>A score of "achieves is earned for 2 or 3 points earned of 4.</p>
Expected Trend and Determining Score:	<p>Upward Trend Expected. A score of 2 if in range as specified above inclusive of endpoints. If the institution's performance falls below the range specified above a score of 1 is awarded. A score or 3 if performance is greater than the range specified above.</p> <p><u>Determining Compliance on Each of the Four Measure Parts:</u></p> <p>See measure above for details</p> <p><u>To Determine the Annual Indicator Score:</u></p> <p>See measure above for details</p>
Improvement Factor:	<p>Not Applicable, as this indicator is designed to encourage within a limited timeframe increased performance of each institution's cooperative and collaborative efforts as defined by the sector.</p>

(CONTINUED)

Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.

As applied to:	TEACHING
Note on Origin of Current Standard:	The standards were developed based on a review of baseline data submitted by institutions as part of Year 6 (2001-02) requirements.

Information For Determining Performance Including: an explanation of the measurement calculation, a listing of applicable definitions, and a listing of notes providing a general history of changes to the indicator.

Determining Performance for Teaching Sector Institutions:

Below is clarification related to each of the 4 parts as specified the preceding language for the measure. Data for each of the parts are to be reported in a format provided by CHE. A companion worksheet will be provided to aid institutions in the collection of data. These forms are found following the indicator description for the teaching sector.

Part 1: Advisory Boards to consider include those that function under the university's control in a direct advisory capacity to one or more academic programs. Such advisory boards that are wholly student boards should not be considered. For academic program advisory boards that have student representatives, the student representatives should NOT be counted in determining the total number of individuals on the board. (Note: Student Program Advisory Boards and student members on Program Advisory Boards will not be included in the denominator, as applicable. This is to encourage student involvement as desired by institutions.)

Part 2: For newly formed boards (i.e., those boards active for one year or less) a "record of results, recommendations, or other impact of the work of the board" may be demonstrated by evidence of a process for such considerations.

Part 3: The following provides clarification as to how particular types of board members should be considered in counts related to classification:

Representation from business or industry includes at least 1 member on the board.

Board Membership: In considering the membership of the boards, only voting members will be included in determining the percentage of boards which have representation from business or industry (for profit) and in determining the percentage of members who are from business and industry (for profit and not-for-profit), from preK-12 education, or from public health and/or social service entities.

Student representatives on advisory boards should not be counted toward the total membership. Such representatives are not being counted here for measurement purposes only to avoid a situation that would encourage reduced student involvement on program advisory boards. See also additional clarification for Part 1 above.

Classifying medical doctors or healthcare personnel: Medical doctors and other such health professionals should be reported based on their particular

(continued)
Determining Performance
for Teaching Sector
Institutions:

employment situation. If health professionals who are members of boards are in private practice or are otherwise working for “for profit” enterprises, they should be reported as such. If they are working for a “not-for-profit” enterprise, such as a hospital, they should be reported as members of non-profit business/industry.” Health professionals would generally fall into the “public health and social services” designation provided they are employed in other arrangements, which, most typically, would include employment with federal, state, or local government agencies or departments.

Part 4: The following clarification is provided for the “counting” of internships/co-ops and for determining student participation:

External student internships and co-ops related to the discipline include those internships/co-ops outside of the institution related to a student’s academic program.

Student internships should be counted for the student’s department if that department had significant input into designing the parameters of the internship to meet the student’s needs.

Programs considered for the measure for Academic Years 2001-02 through 2004-05 (i.e., as assessed in Years 7-10 of performance funding) are those from the academic inventory as of February 2002 with the exclusion of programs that were new in Academic Year 2001-02. A program is considered as an area of study at the 2-digit CIP code level.

Counting of internship/co-ops: Internships/co-ops should be counted if there is a formal, institutionally documented enrollment of students in the associated internships/co-ops. These likely are “for credit” arrangements but could also possibly be “not for credit” depending on the program or institution.

Additional clarification for teacher education program internships: For teacher education programs, practice teaching internships and other internships of similar magnitude should be considered. Practica and clinicals in which students may be enrolled as part of their regular program of study should not be included for purposes of this measure when considering internships.

Counting of students involved in more than one internship/co-op experience during the academic year for a given program area: If a student is involved in different internships under the same program throughout the year, the student should be counted more than once if the institution counts the internships/co-ops as different and distinct within the program. A possible “check” for this is that documentation is on file (e.g., pamphlets, brochures, public information, etc...) that can substantiate the different internship opportunities within the same program.

TEACHING SECTOR 4A/B REPORT FORM FOR YEAR 8 (2003-04)

YEAR 8 PERFORMANCE DATA, 2003-04 (will be rated to impact 2004-05 funding)	Institution:
INDICATOR 4A/B: Cooperation and Collaboration, Teaching Sector Data due January 30, 2004 Applies to Teaching Sector Performance Timeframe: Report on Academic Year 2002-03 (Fall '02, Spring '03, Summer '03)	Contact Name & Phone:
	Authorizing Signature:
	Date Submitted:
<p>EXPLANATION AND INSTRUCTIONS</p> <p>Indicator 4A/B is defined unique to each sector. The teaching sector measure focuses on program advisory boards. The measure and standards for 4A/B were finalized by the Commission on November 7, 2002. The sector reported baseline data in Year 6 (2001-02) that served as part of compliance recommendations for the indicator in that year. For Year 8, institutions are reporting on data for Academic Year 2002-03.</p> <p>Below are listed each of the 4 measurement items for which compliance is to be determined for 4A/B for Teaching Sector Institutions. An overall score is based on consideration of compliance on each of the 4 parts. Data that must be used in assessing compliance are identified for each of the 4 items. To aid in completing the information and ensuring comparability in reporting across the institutions, Excel worksheets will be provided to institutions that upon completion will provide the necessary summary data requested for items 1-4. For complete measurement information, please refer to the measurement write-up approved by the Commission and included in the workbook for Year 7 as revised October 2003.</p> <p>Reporting instructions:</p> <p>Please complete the excel data charts. You may then complete the summary data for 1-4 making sure to include for Item 1 of this form any change in your boards from that reported as part of the baseline data. Submit this form and worksheets electronically no later than January 30, 2004, to the attention of Julie Wahl, (803) 737-2292, jwahl@che.sc.gov</p>	
<p>DATA SOURCE FOR 4A/B:</p>	
<p>1.) The institution's reporting of a list of all advisory boards appropriate to the structure, history, strategic vision, and programs of the institution, as justified by the institution and the Commission's endorsement of that list. <i>(Note: The measure necessitates a process whereby institutions develop a written description of their current or proposed board configuration, with supporting rationale. One university might describe advisory boards for each of its colleges or schools, for example, while another might describe a mix of advisory boards for each major academic unit with some program-specific boards. The Commission staff would evaluate the board descriptions and listings on the basis of the reasonableness as justified by the institution, and the Commission would endorse them for the purposes of this measure, thereby establishing the boards considered or "denominator" for the measure.)</i></p> <p>ADVISORY BOARDS: INCLUDE ONLY INSTITUTIONAL ADVISORY BOARDS TO ACADEMIC PROGRAMS. SEE MEASUREMENT WRITE-UP FOR ADDITIONAL DEFINITION.</p> <p>✓ Provide a brief description of and rationale for any changes to the institution's board structure from that submitted as part of the data submitted for Academic Year 2001-02.</p> <p><i>(Insert description here or attach file/information as appropriate)</i></p> <p>✓ _____ Total Number of Advisory Boards Identified during Academic Year 2002-03 (Insert Total from Excel Chart "Total Boards = #" which is found in the second column following your listing of programs)</p>	

2.) Adherence to all of the five following best practices elements by at least 90% of the boards or, for institutions with fewer than 10 boards, all but one of the boards:

- Designated Committee Chair
- Regular meetings (at least annually)
- Minutes of each meeting held
- Evidence of the consideration of issues that would relate to program quality such as, but not limited to: a) external reviews, b) self-studies, c) proposals for curriculum change, d) performance of students/graduates, e) employer or prospective employer comments on programs or program graduates, and f) external funding or in-kind support; and
- has a record of results, recommendations, or other impact of the work of the board, as applicable

For the boards identified in item 1 above, please tally the number of boards that met each item listed above during Academic Year 2002-03 (See excel chart Attached):

- ✓ _____ Number of Advisory Boards Meeting All Requirements Listed (See Excel Chart column labeled "(f) Summary: . . ." for Item 2, "# meet all")
- ✓ _____ Total Number of Advisory Boards (from item 1 above)
- ✓ _____ % of boards that meet all best practices (See Excel Chart, % displayed below the total number of advisory boards meeting all the criteria)

3.) Institutional performance (Note: Compliance determined as meeting an identified level on each of the two parts. For Part A, institutions must demonstrate 75% and for Part B, 75%.)

A) Percent of advisory boards that include **representation** from business or industry (profit only)

B) Percent of **members** from campus advisory boards who are from business and industry (non-profit AND profit) from preK-12 education, or from public health and/or social services entities.

REPRESENTATION: AT LEAST ONE MEMBER

Please complete the chart below for items 1, 2 & 3 and provide the following tallies using the boards identified in item 1 as the basis:

- ✓ A) _____ % of advisory boards that include representation from business and industry (profit only). (See Excel chart from total row for column labeled "(o)"
- ✓ B) _____ % of members from campus advisory boards who are from business and industry (non-profit AND profit) from preK-12 education, or from public health and/or social services entities. (See Excel chart from total row for column labeled "(p)")

4.) Percent of undergraduate programs that have active, **external** student internships and co-ops related to the discipline (including but not limited to internships in business, preK-12 education, and public health and social services). "Active" is defined as having at least 1 student enrolled per academic year.

EXTERNAL: THOSE INTERNSHIPS/CO-OPS OUTSIDE OF THE INSTITUTION RELATED TO A STUDENT'S ACADEMIC PROGRAM.

Please complete the chart for item 4 (see Excel chart attached) that has been formatted specifically for your institution and then complete the requested tallies below. (Compliance is demonstrated by reaching 70%)

_____ Undergraduate Programs of _____ Total Undergraduate Programs or _____ % have active, external internships and co-ops related to the discipline. (see Excel chart for you institution, summary row for undergraduates.)

Performance Scoring Note: To assess performance, compliance as indicated by 0 or 1 on each of the four parts is determined. Institutional performance is to be scored relative to the number of total points earned across the four parts. The data on Academic Year 2001-02 provided in this report will be used in determining Year 7 (2002-03) performance on this indicator. For additional measurement information and definitions related to each of the parts, see the measure as approved November 7, 2002, and included in the workbook for Year 8 (2003-04).

Determining the Overall Score: Indicate the level of compliance on each part (circle indicated compliance level below for each part). The overall score is based on the number of parts for which compliance is achieved.

Part 1: 1 (in compliance) or 0 (not in compliance)

Part 2: 1 (in compliance) or 0 (not in compliance)

Part 3: 1 (in compliance) or 0 (not in compliance)

(To be in full compliance on Part 3, the required levels must be met on each of the 2 parts.)

Part 4: 1 (in compliance) or 0 (not in compliance)

Sum of the points earned of 4 possible: _____

(Standard for "2" is 2 or 3 points. Institutions earning 1 point will receive a score of "1" and institutions earning 4 points will receive a score of "3." There is no improvement factor associated with this measure.)

TO BE COMPLETED AT CHE: Date Received _____ Revisions received after this date? Yes or No

PLEASE REMEMBER TO SUBMIT THE COMPLETED EXCEL CHARTS REGARDING
THE MAKE-UP OF YOUR BOARDS AND PROGRAM INTERNSHIPS AND CO-OPS

REGIONAL CAMPUSES MEASURE

Critical Success Factor:	4: INSTITUTIONAL COOPERATION AND COLLABORATION
Indicator:	4 A/B COMBINED: 4A, SHARING AND USE OF TECHNOLOGY, PROGRAMS, EQUIPMENT, SUPPLIES, AND SOURCE MATTER EXPERTS WITHIN THE INSTITUTION, WITH OTHER INSTITUTIONS, AND WITH THE BUSINESS COMMUNITY, AND 4B, COOPERATION AND COLLABORATION WITH PRIVATE INDUSTRY
	(AS APPLIED TO REGIONAL CAMPUSES SECTOR)
Date Created:	11/27/02
Date Last Revised:	11/27/02; 10/21/03 (current year reporting, form)

Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.

As applied to:	REGIONAL CAMPUSES
Measure:	<p>Strengthening the USC Regional Campuses through development and/or enhancement/maintenance/repositioning of organized community outreach efforts with private and public organizations. The efforts include collaborations, cooperative efforts, affiliations and partnerships. This indicator will assess the strength of the community outreach efforts of the USC Regional Campuses by determining the percentage of best practice criteria that are utilized. (See description of measurement and best practice guidelines below.)</p> <p><i>Explanation: For its measure, the regional campuses developed a measure to strengthen the community outreach efforts of the institutions in the sector. The measure proposed uses a best practice vehicle to guide colleges in their efforts concerning organized campus outreach activities.</i></p>
Timeframe:	<p>Annually, each USC Regional Campus will report on the activities in the previous year. Assessed on an annual cycle. During Year 6 (2001-2002), the indicator will be assessed as compliance with reported baseline data due upon request. After Year 6, the indicator will be scored with a performance report due each spring.</p> <p>The indicator as presented here is expected to be maintained over a four-year period inclusive of the baseline year. (i.e., to be reported in Performance Funding Years 6 (2001-02), 7 (2002-03), 8 (2003-04), and 9 (2004-05))</p>
Current Year Reporting:	<p>For Performance Funding Year 8 (2003-04), the data will be reported from the Fall 2002, Spring 2003, and Summer 2003 on the development of new community outreach efforts and the enhancement/maintenance/ repositioning of existing community outreach efforts.</p> <p>Data are to be reported to the Division of Finance, Facilities, and MIS no later than 5:00 pm on January 30, 2004. A copy of the report form follows the measure. Institutions may access electronic forms for each indicator on the CHE website (www.che.sc.gov) by selecting Performance Funding from the listing for the Finance, Facilities and MIS Division.</p>
General Data Source:	The USC Regional Campuses will submit to the CHE's Division of Finance, Facilities, and MIS an annual report on the number of community outreach efforts developed and the number of community outreach efforts enhanced based on the best practices.
Type data and Rounding:	Percentage rounded to the nearest tenth percent

(CONTINUED)

Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.

As applied to:	REGIONAL CAMPUSES
Standard for score of "Achieves" :	A standard of 85% to 95% applies for the duration of the indicator (i.e., Years 7, 2002-03; 8, 2003-04; and 9, 2004-05). In Year 6 (2000-01), assessed as a "Compliance Indicator" as the measure was defined and baseline data collected.
Expected Trend and Determining Score:	Upward movement is considered to indicate improvement A score of 2 is awarded if in range as specified as the "standard for achieves" inclusive of endpoints. If the institution's performance falls below the range specified score of 1 is awarded. A score or 3 if performance is greater than the range specified.
Improvement Factor:	Not Applicable, as this indicator is designed to encourage within a limited timeframe increased performance of each institution's cooperative and collaborative efforts as defined by the sector.
Note on Origin of Current Standard:	The standard was developed based on a review of baseline data collected for Academic Year 2000-01 and reported on in Year 6.

Information For Determining Performance Including: an explanation of the measurement calculation, a listing of applicable definitions, and a listing of notes providing a general history of changes to the indicator.

Determining Performance for Regional Campuses Sector:

METHODOLOGY FOR DETERMINING PERFORMANCE & BEST PRACTICES GUIDANCE

- 1) Calculation will be based on a set of 10 "best practices" addressing community outreach efforts.
- 2) A campus will engage in a campus-wide evaluation to determine the number of efforts upon which it plans to subject to evaluation per the criteria of this indicator.
- 3) Items considered in a set of criteria for evaluation will consist of two categories: Documentation and Assessment.

TOTAL NUMBER OF COMMUNITY OUTREACH EFFORTS TO BE EVALUATED

For each of the community outreach efforts, the "best practices" are to be exemplified. Performance is determined by the percentage of best practices being utilized by the community outreach efforts of the campus. This percentage is calculated by using as the numerator the sum of the number of community outreach efforts meeting each criterion and using as the denominator the total number of new or existing community outreach efforts times the number of criteria. For example: if a Regional Campus has developed one (1) new community outreach effort and enhanced three (3) existing community outreach efforts (total 4) and records a performance score as 4, 4, 3, 3, 4, 2, 2, 2, 3, 2 on the following "best practices," the overall score would be computed as $((4+4+3+3+4+2+2+2+3+2)/(4*10)) = 72.5\%$.

(continued)

Determining Performance
for Regional Campuses
Sector:**BEST PRACTICES:****Planning Documentation (web presence highly recommended)**

- _____ 1.) Institution has established community need for effort.
- _____ 2.) Institution has established justification for institutional involvement in effort.
- _____ 3.) Institution has established coordinating entity (board, committee, individual, task force, etc).
- _____ 4.) Institution has established written guidelines for effort.
- _____ 5.) Institution has established goals for effort.

Assessment Documentation (web presence highly recommended)

- _____ 6.) Institution evaluates efforts annually.
- _____ 7.) Institution establishes, and uses assessment methodology.
- _____ 8.) Institution assesses efficiency of effort.
- _____ 9.) Institution assesses effectiveness of effort.
- _____ 10.) Institution uses results of assessment to determine future direction of effort. *(For new and existing programs, results must be shared and discussed with the coordinating entity. Additionally, for existing programs, results must be used to improve or to validate current activities of the coordinating entity.)*

Performance Example:

- | | |
|---|--------------|
| (a) Sum of scores reported on Best Practices 1-10 | <u>29</u> |
| (b) Number of new and/or existing Community Partnerships equals | <u>4</u> |
| (c) Number of new and/or existing Community Partnerships (4) multiplied by the number of Best Practices (10) equals | <u>40</u> |
| (d) Result of (a) divided by (c) multiplied by 100 equals | <u>72.5%</u> |

The result is compared to the standard identified for "Achieves" and the numeric score is assigned accordingly.

REGIONAL CAMPUSES 4A/B REPORT FORM YEAR 8 (2003-04)

YEAR 8 PERFORMANCE DATA, 2003-04 (will be rated to impact 2004-05 funding)	Institution:
INDICATOR 4A/B: Cooperation and Collaboration, Regional Campuses Sector Data due JAN 30, 2004 Applies to Regional Campuses Performance Timeframe: Report on FY 2002-03 (Fall '02, Spring '03 & Summer '03)	Contact Name & Phone:
	Authorizing Signature:
	Date Submitted:
<p>INSTRUCTIONS:</p> <p>The report due in Year 8 (2003-04) represents the second year in which data are collected for the purposes of determining a score. In Year 6, data were collected as a baseline for use in identifying standards and to aid in further measure refinement. This measure is defined unique to each sector. The regional campuses measure focuses on strengthening community outreach efforts. The measure is to remain in place for a four-year period, including the baseline year.</p> <p>Please complete the information below. For a copy of the measure as approved by the Commission, please refer to the Year 7 Workbook (Nov 2002) or as updated October 2003.</p>	
<p><u>Measure:</u> Strengthening the USC Regional Campuses through development and/or enhancement/maintenance/repositioning of organized community outreach efforts with private and public organizations. The efforts include collaborations, cooperative efforts, affiliations and partnerships. This indicator will assess the strength of the community outreach efforts of the USC Regional Campuses by determining the percentage of best practice criteria that are utilized. (See description of measurement and best practice guidelines below.)</p> <p>METHODOLOGY FOR DETERMINING PERFORMANCE & BEST PRACTICES GUIDANCE</p> <ol style="list-style-type: none"> 1. Calculation will be based on a set of 10 "best practices" addressing community outreach efforts. 2. A campus will engage in a campus-wide evaluation to determine the number of efforts upon which it plans to subject to evaluation per the criteria of this indicator. 3. Items considered in a set of criteria for evaluation will consist of two categories: Documentation and Assessment. <p>TOTAL NUMBER OF COMMUNITY OUTREACH EFFORTS TO BE EVALUATED</p> <p>For each of the community outreach efforts, the "best practices" are to be exemplified. Performance is determined by the percentage of best practices being utilized by the community outreach efforts of the campus. This percentage is calculated by using as the numerator the sum of the number of community outreach efforts meeting each criterion and using as the denominator the total number of new or existing community outreach efforts times the number of criteria. For example: if a Regional Campus has developed one (1) new community outreach effort and enhanced three (3) existing community outreach efforts (total 4) and records a performance score as 4, 4, 3, 3, 4, 2, 2, 2, 3, 2 on the following "best practices," the overall score would be computed as $((4+4+3+3+4+2+2+2+3+2)/(4*10)) = 72.5\%$.</p>	

Part I.

Please provide a description of your criteria used in identifying applicable outreach efforts and provide a listing of each of those efforts including a brief description of the activity and rationale for each. Insert information following the highlighted text in this box or attach pages/file as desired.

_____ Existing Efforts

_____ New Efforts

Sum of Existing and New:

_____ **Total Number of Organized Community Outreach Efforts with Public and Private Entities**
(Efforts are to include collaborations, cooperative efforts, affiliations, and partnerships.)

{insert description of criteria and listing of efforts here or attach pages as needed}

Part II.

For each of the identified efforts, you must determine whether it meets the best practices listed below. Below, simply insert the total number of outreach efforts for which there is evidence to support that it meets the best practice:

PLANNING DOCUMENTATION (web presence highly recommended)

1.) Institution has established community need for the effort.

_____ of the "outreach efforts" meet

2.) Institution has established justification for institutional involvement.

_____ of the "outreach efforts" meet

3.) Institution has established coordinating entity (board, committee, individual, task force, etc).

_____ of the "outreach efforts" meet

4.) Institution has written guidelines for effort.

_____ of the "outreach efforts" meet

5.) Institution has established goals for effort.

_____ of the "outreach efforts" meet

ASSESSMENT DOCUMENTATION (web presence highly recommended)

6.) Institution evaluates effort annually.

_____ of the "outreach efforts" meet

7.) Institution has establishes, and uses, assessment methodology.

_____ of the "outreach efforts" meet

8.) Institution assess efficiency of effort.

_____ of the "outreach efforts" meet

9.) Institution assesses effectiveness of effort.

_____ of the "outreach efforts" meet

9.) Institution assesses effectiveness of effort.

_____ of the "outreach efforts" meet

10.) Institution uses results of assessment to determine future direction of effort. *(For new and existing programs, results must be shared and discussed with the coordinating entity. Additionally, for existing programs, results must be used to improve or to validate current activities of the coordinating entity.)*

_____ of the "outreach efforts" meet

To be completed by CHE:

Performance Scoring Note: To assess performance, each of the totals is to be tallied and then a percentage determined as outlined here. CHE staff will complete this information for you. The data provided will be used in determining the performance rating on 4A/B for Year 7(2002-03). For additional measurement information, see Year 7 Workbook or as revised October 2003.

_____ a.) Sum of scores reported on Best Practices 1-10

_____ b.) Total Efforts (Number of new and/or existing Community Partnerships)

_____ c.) Total Efforts *10 (Number of new and/or existing Community Partnerships multiplied by the number of Best Practices)

_____% , Result for determining performance: (a) divided by (c) multiplied by 100 equal

The standard for a score of "Achieves" for Regional Campuses is 85% - 95%.

TO BE COMPLETED AT CHE: Date Received _____ Revisions received after this date? Yes or No

TECHNICAL COLLEGES SECTOR MEASURE

Critical Success Factor:	4: INSTITUTIONAL COOPERATION AND COLLABORATION
Indicator:	4 A/B COMBINED: 4A, SHARING AND USE OF TECHNOLOGY, PROGRAMS, EQUIPMENT, SUPPLIES, AND SOURCE MATTER EXPERTS WITHIN THE INSTITUTION, WITH OTHER INSTITUTIONS, AND WITH THE BUSINESS COMMUNITY, AND 4B, COOPERATION AND COLLABORATION WITH PRIVATE INDUSTRY
	(AS APPLIED TO TECHNICAL COLLEGE SECTOR)
Date Created:	11/27/02
Date Last Revised:	11/27/02; 10/21/003 (current year reporting, form)

Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.

As applied to:	TECHNICAL COLLEGES
Measure:	<p>Strengthening technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each Technical College will be assessed as to the strength of their advisory committees by determining the percentage of best practices criteria that are met by an institution's advisory committees. (See best practices guidance and description of measurement details presented below for details.)</p> <p><i>Explanation: The technical college sector has developed a best practices document as a vehicle to improve the strength of technical college program advisory committees for consideration for the measure for Indicator 4A/B. The proposed measure is to be in effect for the next three-year period for the 4A/B indicator for technical colleges follows. Staff notes here that, in meetings with representatives of the system as the measure was developed, CHE staff had discussed a general overall concern that the measure as drafted includes what might be considered as minimum/baseline requirements to ensure initially the strength and operation of the technical college advisory committees. In light of this concern, staff suggested that institutions may be able to succeed in reaching these points possibly within a year depending on what is revealed as the starting point from baseline data collected during this cycle. Staff has suggested in that event as a possible consideration that, effective in the second year of the measure or other appropriate timeframe, additional best practices could be phased in that would address quality issues and ensure continued good work of the advisory committees. For example, a mechanism could be implemented to ensure that committees consider feedback from students, employers and alumni as well as information from accrediting bodies or other external data as part of their review of programs. Technical college representatives expressed similar concerns as staff and supported the concept of phasing-in additional points aimed at addressing quality issues related to advisory committee activities if found necessary. Any related recommendation to that effect would be made at a later date providing sufficient advance time for implementation.</i></p>

Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.

As applied to:	TECHNICAL COLLEGES
Timeframe:	<p>The indicator as presented here is expected to be maintained over a three-year period (inclusive of Years 7, 8 and 9).</p> <p>During 2001-02, Year 6, implementation, institutions will be required to gather baseline data for Advisory Committee meetings/activities occurring during the period of Fall 2000, Spring 2001, and Summer 2001. In Year 6, the indicator will be assessed as compliance, with reported baseline data due upon request. After Year 6, the indicator will be scored with a performance report due each spring.</p> <p>In Year 7, Fall 2001, Spring 2002, and Summer 2002 meetings/activities would be reported for assessment purposes. In Year 8, Fall 2002, Spring 2003, and Summer 2003 meetings/activities would be reported for assessment purposes. In Year 9, Fall 2003, Spring 2004, and Summer 2004 meetings/activities would be reported for assessment purposes.</p> <p>In Year 6, the indicator was scored as a compliance indicator while definitions were developed and trend data were collected. In Years 7 (2002-03,) 8 (2003-04,) and 9 (2004-05) the indicator will be scored based on standards to be approved based on baseline data collected.</p>
Current Year Reporting:	<p>In Year 8, Fall 2002, Spring 2003, and Summer 2003 meetings/activities would be reported for assessment purposes.</p> <p>Data are to be reported to the Division of Finance, Facilities and MIS no later than 5:00 pm on January 30, 2004. A copy of the report form follows the measure. Institutions may access electronic forms for each indicator on the CHE website (www.che.sc.gov) by selecting Performance Funding from the listing for the Finance, Facilities, and MIS Division.</p>
General Data Source:	<p>Technical Colleges will submit to the CHE's Division of Finance, Facilities and MIS a report on the total number of Committees and the number meeting each of the criteria. Institutions will report in early spring term (Jan/Feb as determined to be received in time to determine the annual rating) on activities in the previous academic year as of the report.</p>
Type data and Rounding:	<p>Percentage rounded to the nearest tenth percent.</p>
Standard for score of "Achieves" :	<p>A standard of 80%-95% applies in Years 7, 8 and 9 for the measure as defined above. (Institutions must also meet both must conditions, see qualifications on p. II.107.)</p> <p>Note: Compliance Indicator in Year 6 as measure is defined and baseline data were collected.</p>
Expected Trend and Determining Score:	<p>Upward Trend Expected.</p> <p>A score of 2 is awarded if in range as specified as the "standard for achieves" inclusive of endpoints. If the institution's performance falls below the range specified score of 1 is awarded. A score or 3 if performance is greater than the range specified.</p>
Improvement Factor:	<p>Not Applicable, as this indicator is designed to encourage within a limited timeframe increased performance of each institution's cooperative and collaborative efforts as defined by the sector.</p>

Note on Origin of Current Standard:	The standard was developed based on a review of baseline data collected for Fall 2000, Spring 2001 and Summer 2001 and reported on in Year 6.
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Information For Determining Performance Including: an explanation of the measurement calculation, a listing of applicable definitions, and a listing of notes providing a general history of changes to the indicator.

Determining Performance for Technical College Institutions:

METHODOLOGY FOR DETERMINING PERFORMANCE & BEST PRACTICES GUIDANCE

1. Calculation will be based on a set of 'best practices' or improvement standards for strengthening advisory committees.
2. Items considered in a set of criteria for strengthening advisory committees will include demonstration that the first two conditions are met, and a numerical summary score determined as a percentage of all committees meeting the requirements to the total number of committees (see below). The resulting percentage will be used in determining the performance score of '1', '2' or '3.' However, not meeting the first two "must" conditions with a 'Yes' response will result in a score '1' for the indicator regardless of the calculated percentage.

"Must" conditions:

Do all credit degree programs/clusters designed for immediate employment of graduates have advisory committees? _____ Yes _____ No

Does the college have an Advisory Council Manual that includes purpose and procedures for operation of advisory committees and the duties and responsibilities of its members? _____ Yes _____ No

(Institutions not meeting both of these conditions will receive a score of 1. Institutions meeting these will be scored (possible scores of 1,2, or 3) on the basis of performance reported for the listed 'best practices' guidance below)

Total number of Advisory Committees is _____

For each of these Committees the number of Committees meeting the best practices or improvement standard is to be provided. Performance is to be determined as a percentage calculated using as the numerator the sum of the number meeting each criteria and using as the denominator the total number of committees times the number of criteria. For example, if an institution reports that it has 15 committees and records performance as 14, 15, 15, 15, 12 and 10 on the following 6 items, the score would be computed as $((14+15+15+15+12+10)/(15*6))*100 = 90\%$.

1. _____ Number of advisory committees that meet at least once a year.
2. _____ Number of advisory committees that provided input to help in reviewing and revising programs for currency with business and industry processes as appropriate.
3. _____ Number of advisory committees that reviewed and made recommendations on the utilization/integration of current technology and equipment in existing programs.
4. _____ Number of advisory committees that provided professional development opportunities, field placements, or cooperative work

(continued)
Determining Performance
for Technical College
Institutions:

experiences for students or faculty.

5. ____ Number of advisory committees that provided assistance with student recruitment, student job placement, and if appropriate, faculty recruitment.
6. ____ Number of advisory committees that have completed a self-evaluation of the effectiveness of the advisory committee in its defined role to the institution.

Performance: (a) Sum of numbers reported on points 1-6: ____
 (b) Number of Committees multiplied by 6: ____
 (c) Result of (a) divided by (b) multiplied by 100: ____%

CALCULATION, DEFINITIONS AND EXPLANATORY NOTES

Credit degree programs/clusters designed for immediate employment of graduates: Associate degrees or associate degree clusters excluding the AA/AS degrees. See below for additional details.

Record maintenance and determining compliance: It is expected that each institution is responsible for maintaining evidence of reported compliance of committees with each of the points. Acceptable evidence will include minutes from advisory committee meetings and other data collected as appropriate regarding activities/meetings of the Committees. Data verification could include a review of a sample of advisory committee meetings and documents supporting the compliance report.

It is reiterated that when determining whether Committees are meeting the best practices, documentation such as minutes and other acceptable evidence should be relied on by those determining whether a Committee has fulfilled the requirements of the indicated practice.

Committees and Coverage of Applicable Programs (Associate Level excluding AA/AS):

The CHE Academic Inventory of Programs will serve as the basis for determining associate degree programs. Each program is not required to have its own unique committee. Rather, each program must have an associated advisory committee. Committees may have advisory responsibilities for one or more programs. (*Additional information on the Commission on Higher Education's Inventory of Academic Programs may be accessed at the Commission's website at www.che400.state.sc.us by selecting "Academic Programs" as listed under "Academic Affairs & Licensing."*)

In considering programs that should have associated advisory committees, majors including General Technology Major, Vocational Tech Education Major, and General Engineering Technical Major are not considered.

These program areas are not be expected to have advisory committees because of the nature of the associate programs associated with these majors. These majors as indicated above are used in defining unique programs for students and/or businesses that draw from various program areas that should already have associated advisory committees. Therefore, they would not be expected to have advisory committees. Programs that should be considered in determining whether all programs have advisory

(continued)
Determining Performance
for Technical College
Institutions:

committees are all associate degree level programs excluding the general technology programs (general, vocational technical education and general engineering) and the AA/AS programs.

Canceled Programs: Institutions are not expected to have advisory committees for programs that are canceled. A program may be considered “canceled” if the institution has made the decision to cancel the program and formally notified the State Board or CHE (using a letter or cancellation form available from CHE) of the cancellation. Notification should include the date by which the program will be canceled. Note that canceled programs might have “end dates” in the future to provide for completion of the students already enrolled in the program – such cases would not require an advisory committee to exist until the official end date of the program.

Additional Clarification for item 3 regarding whether it is possible that, for some program areas, recommendations related to the “utilization/integration of current technology and equipment” would not be applicable; for example, advisory programs to human service programs: This is likely to apply to all areas, although the type technology may vary. For example, recommendations could relate to utilization of technology in classrooms to enhance student learning, and such applications would be applicable to all areas. Other more technical programs might have different recommendations related, for example, to exposure to technology used in work places that the education training supports.

Additional Clarification for item 4 regarding whether the provision of “clinical” count as an affirmative for this item: This would be one area appropriately considered when determining whether committees have provided “professional development opportunities, field placements, or cooperative work experiences for students or faculty.”

Additional Clarification for Item 5 – addressing the question as to whether all three areas “student recruitment, student job placement and faculty recruitment” would be required for the committee to meet this item: Committees must provide assistance with student recruitment and student job placement, but assistance with faculty recruitment would be necessary only if it were found appropriate given the needs of programs. If a program has a wait-list for enrollment making Committee assistance with student recruitment unnecessary, the “wait-list” can be used in lieu of evidence that the Committee has assisted in student recruitment.

Please note that if Advisory Committees consider and make recommendations to the school or programs related to recruitment or placement, such activities would “count” in considering a “yes” here. For example, while evidence of placement may be actual hiring, another type of evidence may be documenting other activities providing an avenue for recruitment and placement of students or recruitment of faculty.

Additional Clarification to Item 6 of the best practices – Self-evaluations should occur at least every 2 years and such activity should be considered if it occurred within the last two years at the time of reporting. Therefore, when reviewing activities of the committee to determine it fulfills requirements of item 6, a self-evaluation should have occurred within the last 2 years, which, for baseline data collected for year 6, that would mean a self-evaluation would have taken place at some point during the 1999-2000 Academic Year through the 2000-2001 Academic Year (i.e., fall 99, spring 00, summer 00, fall 00,

(continued)
Determining Performance
for Technical College
Institutions:

spring 01, and summer 01). For data that will be collected for scoring purposes in year 7, that would mean a self-evaluation will have taken place at some point during the 2000-2001 Academic Year through the 2001-2002 Academic Year.

In considering the type of activities that might be appropriate for self-evaluation of the committee or for committee recommendations made on issues It was noted that using a DACUM would be a good process to use by committees, but that a DACUM, in and of itself, could not be considered an advisory committee.

TECHNICAL COLLEGES 4A/B REPORT FORM FOR YEAR 8 (2003-04)

YEAR 8 PERFORMANCE DATA, 2003-04 (will be rated to impact 2004-05 funding)	Institution:
INDICATOR 4A/B: Cooperation and Collaboration, Technical Colleges Sector Data due JAN 30, 2004. Applies to Technical Colleges Performance Timeframe: Report on advisory committee meetings/activities occurring during the period of Fall 2002, Spring 2003, and Summer 2003.	Contact Name & Phone:
	Authorizing Signature:
	Date Submitted:
<p>INSTRUCTIONS:</p> <p>Indicator 4A/B is defined uniquely to each sector. The technical colleges' measure focuses on strengthening program advisory committees. The report due in Year 8 (2003-04) will be the second report of the measure for scoring purposes. The measure is expected to remain in place in Years 8 (2003-04) and 9 (2004-05) as well. Baseline data were initially reported in Year 6 (2001-02) for purposes of identifying standards and to aid in further measure refinement prior to scoring in Year 7 (2002-03).</p> <p>Please complete the information below. For a copy of the measure as approved by the Committee, please refer to the current performance funding workbook (Yr 7, Nov 2002, or as revised October 2003 for Yr 8)</p>	
<p>Measure: Strengthening technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each Technical College will be assessed as to the strength of their advisory committees by determining the percentage of best practices criteria that are met by an institution's advisory committees. (See best practices guidance and description of measurement details presented below for details.)</p> <p>METHODOLOGY FOR DETERMINING PERFORMANCE & BEST PRACTICES GUIDANCE</p> <ol style="list-style-type: none"> Calculation will be based on a set of 'best practices' or improvement standards for strengthening advisory committees. Items considered in a set of criteria for strengthening advisory committees will include demonstration that the first two conditions are met, and a numerical summary score determined as a percentage of all committees meeting the requirements to the total number of committees (see below). The resulting percentage will be used in determining the performance score of '1', '2' or '3.' However, not meeting the first two "must" conditions with a 'Yes' response will result in a score '1' for the indicator regardless of the calculated percentage. <p><u>A Few Terms to Keep in Mind:</u></p> <p><u>Credit degree programs/clusters designed for immediate employment of graduates:</u> Associate degrees or associate degree clusters excluding the AA/AS degrees.</p> <p><u>Record maintenance and determining compliance:</u> It is expected that each institution is responsible for maintaining evidence of reported compliance of committees with each of the points. Acceptable evidence will include minutes from advisory committee meetings and other data collected as appropriate regarding activities/meetings of the Committees. Data verification could include a review of a sample of advisory committee meetings and documents supporting the compliance report.</p>	

Part I.**“Must” conditions:**

- _____ Yes _____ No Do all credit degree programs/clusters designed for immediate employment of graduates have advisory committees?
- _____ Yes _____ No Does the college have an Advisory Council Manual that includes purpose and procedures for operation of advisory committees and the duties and responsibilities of its members?

(In Years 7 (2002-03) and 8 (2003-04) of the measure, institutions not meeting both of these conditions will receive a score of 1. Institutions meeting these will be scored (possible scores of 1,2, or 3) on the basis of performance reported for the listed ‘best practices’ guidance below)

_____ **Total Number of Advisory Committees**

*For each of these Committees, the number of Committees meeting the best practices or improvement standard is to be provided. Performance is to be determined as a percentage calculated using as the numerator the sum of the number meeting each criteria and using as the denominator the total number of committees times the number of criteria. For example, if an institution reports that it has 15 committees and records performance as 14, 15, 15, 15, 12 and 10 on the following 6 items, the score would be computed as $((14+15+15+15+12+10)/(15*6))*100 = 90\%$.*

Insert in this box a list of each Committee

- 1.)
2.)
...

Part II.

For each of the committees identified, you must determine whether it meets the best practices listed below. Below, simply insert the total number of committees for which there is evidence to support that it meets the best practice: (Complete this information whether or not the “must conditions” are fully met!)

- | | |
|----------|--|
| 1. _____ | Number of advisory committees that meet at least once a year. |
| 2. _____ | Number of advisory committees that provided input to help in reviewing and revising programs for currency with business and industry processes as appropriate. |
| 3. _____ | Number of advisory committees that reviewed and made recommendations on the utilization/integration of current technology and equipment in existing programs. |
| 4. _____ | Number of advisory committees that provided professional development opportunities, field placements, or cooperative work experiences for students or faculty. |
| 5. _____ | Number of advisory committees that provided assistance with student recruitment, student job placement, and if appropriate, faculty recruitment. |

5. _____ Number of advisory committees that provided assistance with student recruitment, student job placement, and if appropriate, faculty recruitment.

6. _____ Number of advisory committees that have completed a self-evaluation of the effectiveness of the advisory committee in its defined role to the institution.

To be completed by CHE:

Performance Scoring Note: To assess performance, the totals are to be tallied and then a percentage determined as outlined here. CHE staff will complete this information for you. For additional measurement information, see current workbook (Yr 7, November 2002, or as revised October 2003).

Performance:

- (a) Sum of numbers reported on points 1-6: _____
- (b) Number of Committees multiplied by 6: _____
- (c) Result of item (a) divided by item (b) multiplied by 100: _____ %

TO BE COMPLETED AT CHE: Date Received _____ Revisions received after this date? Yes or No

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Critical Success Factor 5

Administrative Efficiency

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Critical Success Factor:	5: ADMINISTRATIVE EFFICIENCY
Indicator:	5A: PERCENTAGE OF ADMINISTRATIVE COSTS AS COMPARED TO ACADEMIC COSTS
STATUS IN YEAR 7: DEFERRED DUE TO CHANGES IN FEDERAL REPORTING REQUIREMENTS FOR FINANCIAL DATA AFFECTING ALL PUBLIC HIGHER EDUCATION INSTITUTIONS. THE INDICATOR IS UNDER REVISION FOR FUTURE YEARS. (FOR DEFINITIONS AND STANDARDS USED IN PAST YEARS, SEE PP. 133-135 OF THE SEPTEMBER 2000 WORKBOOK.	
Date Created:	11/27/02
Date Last Revised:	11/27/02

Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.

As applied to:	RESEARCH	TEACHING	REGIONAL CAMPUSES	TECHNICAL COLLEGES
Measure:	UNDER REVISION. SEE NOTE ABOVE.			
Timeframe:				
Current Year Reporting:				
General Data Source:				
Type data and Rounding:				
Standard for score of "Achieves"				
Expected Trend and Determining Score:				
Improvement Factor:				
(Improvement Factor:				
Note on Origin of Current Standard:				

Information For Determining Performance Including: an explanation of the measurement calculation, a listing of applicable definitions, and a listing of notes providing a general history of changes to the indicator.

Determining Performance
for All Sectors:

Definitions & Other
Qualifications:

(Definitions at right apply
to the measure generally
and are applicable to all
sectors.)

Historical Notes (by performance year in order of most recent back to earliest):

- 1) Effective for Year 7, the commission approved deferring the indicator from scoring in Performance Year 7 due to the lack of data created by changes in federal financial reporting requirements for public higher education institutions affecting FY02 and forward. The institution is under review for changes to conform to new financial reporting. (No changes from Yr 7 for Yr 8)
 - 2) No changes were made to the measure or standards for Year 6 (2001-02)
 - 3) No measurement changes effective with Year 5 (2000-01). Assessment of performance results was changed to the use of standards based on selected peer institutions rather than individual institutionally set targets as has been the case in the past.
 - 4) This measure was revised effective with Performance Year 1999-2000 to be based on a single ratio. In prior years (Years 1, 2 and 3), this measure included two parts that were each benchmarked, the percentage of academic costs to total E&G and the percentage of administrative costs to total E&G.
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Hold for Indicator 5A

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Critical Success Factor 6

Entrance Requirements

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Critical Success Factor:	6: ENTRANCE REQUIREMENTS		
Indicator:	6A/B COMBINED: 6A, SAT AND ACT SCORES OF THE STUDENT BODY, AND 6B, HIGH SCHOOL CLASS STANDING, GRADE POINT AVERAGES, AND ACTIVITIES OF STUDENT BODY		
Date Created:	11/27/02		
Date Last Revised:	11/27/02; 10/21/03 (current year reporting, historical notes)		
Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.			
As applied to:	RESEARCH CLEMSON AND USC COLUMBIA (See Next Section for MUSC's Comparable Measure)	TEACHING	REGIONAL CAMPUSES
Measure:	Percent of first-time entering freshmen who take the SAT or ACT test or who have reported a high school grade point average (GPA) or who have reported a high school class standing who meet or exceed the Commission-approved target score on such tests. NOTE: <i>Target Scores are defined as 1000 on the SAT or 21 on the ACT: both are based on approximate national averages for test takers. For high school GPA the target is 3.0 or higher on a 4.0 scale and for high school class rank, the target is within the top 30% of their senior year class.</i>		
Timeframe:	The most recent ended fall term is considered for ratings.		
Current Year Reporting:	For Year 8, Fall 2003. Data are calculated from data reported on the CHEMIS file. A report is made available in early spring prior to ratings.		
General Data Source and Reporting:	Computed from data reported by the institution to CHE as part of required annual CHEMIS enrollment data reporting.		
Type data and Rounding:	Percentage expressed to the nearest tenth percent.		
Standard for score of "Achieves" :	75.0% - 89.9%	50.0% - 79.9%	20.0% - 49.9%
Expected Trend and Determining Score:	Upward Trend Expected. A score of 2 if in range inclusive of endpoints. A score of 3 if > the high end of the scale shown and a score of 1 if < the low end of the scale shown.		
Improvement Factor:	5% For institutions scoring 1 or 2, 0.5 points are added if performance meets the required improvement level. To earn the 0.5: the performance being assessed must equal or exceed the institution's past 3-year average performance (most recent ended three years not including the performance being assessed) by 5% of the average. (Note: If less than 3 years of data for the most recent ended 3 years, then available data points will be considered for determining the historical average.) Calculation: IF Indicator (or Indicator Subpart) Score Compared to Standard = 1 or 2 AND Current Performance >= 105% of the past 3-yr Average Performance, THEN Add 0.5 to the score for this indicator or subpart.		

Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.

As applied to:	RESEARCH CLEMSON AND USC COLUMBIA (See Next Section for MUSC's Comparable Measure)	TEACHING	REGIONAL CAMPUSES
Note on Origin of Current Standard:	Revised standard adopted July 12, 2001, due to revision in measure.		

Information For Determining Performance Including: an explanation of the measurement calculation, a listing of applicable definitions, and a listing of notes providing a general history of changes to the indicator.

Determining Performance for Clemson, USC Columbia and Teaching Sector Institutions	<p>The calculation for this indicator is based on the sum of first-time entering freshmen with either scores on the SAT of 1000 and above or on the ACT of 21 or who have a high school GPA of 3.0 and higher or who have a high school class rank within the top 30% of their senior year class as compared to all first-time freshmen with a recorded SAT or ACT score or GPA or rank.</p> <p>Scores of first-time entering freshmen at each institution to be used in calculating the percent meeting or exceeding the benchmark will include: the combined score (verbal and math) of the student's SAT score (re-centered) and/or ACT composite scores, of ALL first-time entering freshmen test takers (including provisional students). Multiple scores will be treated in keeping with CHEMIS reporting.</p>
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Definitions & Other Qualifications:

(Definitions at right apply to the measure generally and are applicable to Clemson, USC Columbia and Teaching Sector Institutions.)

Historical Notes (by performance year in order of most recent back to earliest):

- 1) In Year 7 or 8 , there were no changes to the measure or standard.
- 2) Effective with Year 6, the CHE approved as a scored indicator for Clemson, USC Columbia, teaching sector institutions, and regional campuses a revised indicator combining measures for indicators 6A and 6B as detailed above. Revised standards were approved for this revised measure on July 12, 2001. Additionally, as reflected on the following pages, the CHE approved the development of a comparable measure for MUSC to be implemented as a scored indicator.
- 3) 6A: No measurement changes were approved effective with Year 5, 2000-01. However, it was discovered in Year 5 that due to a programming error an ACT score of 20, not 21, had been used in past years in determining the percentage. From this year forward, an ACT score of 21 will be used as indicated in the approved measure. Historical data has been recalculated to correct this error. Additionally, the assessment of performance results effective with Year 5 has been changed from using individual institutional benchmarks to using a standard scale for institutions within a sector. 6B: No measurement changes effective with Year 5, 2000-01. Assessment of performance results was changed from using individual institutional benchmarks to using standards common for institutions within a sector.

Critical Success Factor:	6: ENTRANCE REQUIREMENTS
Indicator:	6A/B COMBINED FOR MUSC: ENTRANCE EXAMINATION SCORES, COLLEGE GRADE POINT AVERAGE, AND COLLEGE RANK OF ENTERING GRADUATE AND FIRST PROFESSIONAL STUDENTS (Comparable Measure to 6A/B used for Clemson and USC Columbia)
Date Created:	11/27/02
Date Last Revised:	11/27/02; 10/21/03 (current year reporting, historical notes, form)
<u>Details Regarding the Indicator Measure as Defined.</u> Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.	
As applied to:	MUSC
Measure:	<p>Percent of first-time, full-time entering graduate and first professional students who take and report required entrance examinations or who have reported a college grade point average (GPA) or a college rank who meet or exceed the Commission-approved target for such examinations or credentials.</p> <p>NOTE: Target scores (see below for additional details) are defined as follows:</p> <p>26.6, Medical College Admission Test, MCAT: Sum of all targets for all scored parts including Verbal Reasoning = 8.6, Physical Science=8.8, and Biological Science = 9.2)</p> <p>34, Dental Admission Test, DAT: Sum of target of 17 on each part (the "Academic Average" (including Survey of Natural Sciences, Reading Comprehension and Quantitative Reasoning tests) and the "Perceptual Ability" tests) used for admission purposes</p> <p>200, Pharmacy College Admission Test, PCAT: Scaled Total Score</p> <p>1587, Graduate Record Exam, GRE: Total = Verbal, Quantitative, and Analytical (If all three parts are not reported, the target used is the sum of the corresponding part total for each of the reported parts. The corresponding targets for the parts are: 471 for Verbal, 569 for Quantitative, and 547 for Analytical)</p> <p>521 Graduate Management Admission Test, GMAT: Total Score</p> <p>3.0 or higher on a 4.0 scale College GPA</p> <p>Top 30% of Class College Rank</p>
Timeframe:	The most recent ended fall term is considered for ratings.
Current Year Reporting:	<p>For Year 8, Fall 2003.</p> <p>Data are to be reported to the Division of Finance, Facilities, and MIS no later than 5:00 pm on January 30, 2004. A copy of the report form follows the measure. Institutions may access electronic forms for each indicator on the CHE website (www.che.sc.gov) by selecting Performance Funding from the listing for the Finance, Facilities, and MIS Division.</p>
General Data Source and Reporting:	Computed from data gathered and reported by the institution to CHE. (Will give consideration of adding this reporting to CHEMIS for years subsequent to PF Year 2001-02, Yr 6, reporting)

(CONTINUED)

Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.

As applied to:	MUSC
Type data and Rounding:	Percentage expressed to the nearest tenth percent
Standard for score of "Achieves" :	70.0% to 85.0%
Expected Trend and Determining Score:	Upward Trend Expected. A score of 2 if in range inclusive of endpoints. A score of 3 if > the high end of the scale shown and a score of 1 if < the low end of the scale shown.
Improvement Factor:	5% For institutions scoring 1 or 2, 0.5 points are added if performance meets the required improvement level. To earn the 0.5: the performance being assessed must equal or exceed the institution's past 3-year average performance (most recent ended three years not including the performance being assessed) by 5% of the average. (Note: If less than 3 years of data for the most recent ended 3 years, then available data points will be considered for determining the historical average.) Calculation: IF Indicator (or Indicator Subpart) Score Compared to Standard = 1 or 2 AND Current Performance \geq 105% of the past 3-yr Average Performance, THEN Add 0.5 to the score for this indicator or subpart.
Note on Origin of Current Standard:	Current standard was adopted for initial use effective Year 6 (2001-02). It was developed based on a review of preliminary data from the institution and in light of the mix of exams and program requirements.

Information For Determining Performance Including: an explanation of the measurement calculation, a listing of applicable definitions, and a listing of notes providing a general history of changes to the indicator.

Determining Performance for MUSC	The calculation for this indicator is based on the sum of first-time, full-time students of a given year who report in admissions material at least one of the identified credentials (entrance exam scores, college GPA, or college rank) and meet set targets for any one of the identified credentials divided by the total number of first-time, full-time students of a given year who reported in admissions material at least one of the identified credentials.
Definitions & Other Qualifications: (Definitions at right apply to the measure generally and are applicable to MUSC.)	<p><u>Target Score Generally:</u> The target scores, levels identified for each credential, will initially be set for use in Year 6 and will remain constant until such time that a review of the national exam data indicates a need for an adjustment to the levels adopted. The targets are listed above.</p> <p><u>Target Score, Exams:</u> The target for standardized entrance examination scores will be set such that they are based on available national average data for identified examinations. In cases where national data are not available, a target that is based on available information related to the examination, if any, and professional judgment will be identified. The current examinations and target scores are listed on the preceding page under the "Proposed Measure." Student data for this piece will be considered provided that they were reported in admissions materials. At this time, the following exams as listed in the measure have been identified and the sources for the target scores follow. In the event that new admission tests are identified, a similar methodology will be</p>

(continued)
Definitions & Other
Qualifications:

used to determine an appropriate target score for the exam. The sources for the target scores for the exams currently considered include the following:

- MCAT: Target score is derived as the 5-year average of mean national scores for medical school applicants as reported by AAMC for years 1996 through 2000.
- DAT: Target score represents the score indicated by the ADA as typically signifying the average scaled score on each part (the "Academic Average" (including Survey of Natural Sciences, Reading Comprehension and Quantitative Reasoning tests) and the "Perceptual Ability" tests) of applicants on a national basis.
- PCAT: Target score represents the 50th percentile of the applicants' scaled score for the exam.
- GRE: Target score is that reported by the testing service as the mean performance of all examinees tested between October 1996 and September 1999.
- GMAT: Target Score is derived as the 5-year average of mean scores reported from 1996 through 2000.

Target Score, GPA and Rank: For the college GPA and rank, a target GPA of 3.0 or higher on a 4-point scale and a college rank in the top 30% of their class will be used as the GPA and rank targets. Student data for these pieces will be considered provided that they were reported in admissions materials.

Standardized entrance examination is the national examination taken for applicants to similar programs. Generally, the MCAT for College of Medicine; PCAT for College of Pharmacy; DAT for College of Dental Medicine; and GRE or GMAT for Colleges of Graduate Studies, Health Professions and Nursing.

College GPA is defined as the grade point average on a 4.0 scale for all credit hours attempted. For students admitted to the College of Medicine or any other College at MUSC using a similar measure of GPA, the adjusted GPA will be used.

College Rank is the student's rank in class as reported by the college from which the student earned a baccalaureate or equivalent degree.

Student is an individual entering masters, first professional or doctoral program at the Medical University of South Carolina.

Full-time student for graduate students is defined as enrollment in 9 or more semester credits or enrollment considered full-time by the institution for students involved in thesis or dissertation preparation, first professional students, and students enrolled in programs in the summer term. MUSC's academic policies for full-time status as applicable here are those published in the university's bulletin. Allowable exceptions are those consistent with university policy.

First-time student is a person enrolled at the graduate level or first professional level at an institution for the first time. Include graduate or first professional students enrolled in the Fall semester who attended graduate or first professional school in the prior summer term. (IPEDS and CHEMIS Technical Documentation, REGIS_STAT, 67.3)

Historical Notes (by performance year in order of most recent back to earliest):	<p>1) No changes to the measure or standard effective with Year 7 (2002-03) or Year 8 (2003-04).</p> <p>2) Measure implemented to assess indicators 6A and 6B beginning in Performance Year 2001-02 (Year 6) for MUSC. The measure was adopted in February 2001 to provide a parallel measure to that used for an adopted revised indicator, 6A/B - combination of 6A and 6B, for Clemson and University of South Carolina Columbia. The measure is designed for MUSC in order to better assess MUSC's function as a professional/graduate health sciences institution.</p>
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MUSC INDICATOR 6A/B REPORT FORM FOR YEAR 8 (2003-04)

YEAR 8 PERFORMANCE DATA, 2003-04 (will be rated to impact 2004-05 funding)	Institution:	
INDICATOR 6A/B for MUSC: Entrance Examination Scores, College GPA and College Rank of Entering Graduate & 1 st Professional Students Applies to MUSC - DUE JAN 30, 2004 <u>Performance Timeframe:</u> Fall 2003	Contact Name & Phone:	
	Authorizing Signature:	
	Date Submitted:	
DATA SOURCE for Report:		
<p>For Indicator 6A/B for MUSC, please indicate the following for FALL 2003. For complete definitions and measurement details see Workbook for Year 7 Nov 2002 or as updated for Year 8 in October 2003 (available on-line at www.che.sc.gov)</p> <p>_____ Number first-time, full-time entering graduate and first professional students who took and reported required entrance examinations or who reported a college grade point average (GPA) or a college rank who met or exceeded the Commission-approved target for such examinations or credentials.</p> <p>_____ Total Number of first-time, full-time entering graduate and first professional students who took and reported required entrance examinations or who reported a college grade point average (GPA) or a college rank.</p> <p>_____ Percent of first-time, full-time entering graduate and first professional students who took and reported required entrance examinations or who reported a college grade point average (GPA) or a college rank who met or exceeded the Commission-approved target for such examinations or credentials.</p>		
<p>Note: This is the second report of data for this indicator that was developed for MUSC to serve as a comparable measure to that used for 6A/B for other research institutions. If applicable, please note here any concerns or considerations regarding data collected for this report. (Entered text will wrap and the form will continue on the next page.)</p> <p><u>Data Concerns or Comments:</u></p>		
TO BE COMPLETED AT CHE: Date Received _____ Revisions received after this date? Yes or No		

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Critical Success Factor 7

Graduates' Achievements

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Critical Success Factor:	7: GRADUATES' ACHIEVEMENTS	
Indicator:	7A: GRADUATION RATE	
<i>(as defined for Clemson, USC Columbia, and Teaching Sector Institutions)</i>		
Date Created:	11/27/02	
Date Last Revised:	11/27/02; 10/21/03 (current year reporting, historical notes)	
Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.		
As applied to:	RESEARCH CLEMSON AND USC COLUMBIA <i>(See Next Section for MUSC's Comparable Measure)</i>	TEACHING
Measure:	First-time student graduation number and rate defined as the number and rate at which first-time, full-time degree-seeking students graduate. Rates are calculated using 150% of program time.	
Timeframe:	Graduation rates are calculated based on cohorts as defined for IPEDS GRS reporting. Assessment is based on the cohort reported on the most recent survey report, i.e., survey submitted in the spring semester in which the ratings process is conducted.	
Current Year Reporting:	For Year 8, 4-year institutions are measured on the 1997 cohort reported on the 2004 GRS Survey submitted in Spring 2004.	
General Data Source :	Computed from data reported by the institution in order to complete the annual IPEDS Graduation Rate Survey (GRS). A report on institutional performance is made available in early spring prior to the ratings.	
Type data and Rounding:	Percentage expressed to the nearest tenth percent.	
Standard for score of "Achieves" :	Clemson: 64.0% to 67.0% USC Columbia: 53.0% to 61.0%	36.0% to 49.0%
Expected Trend and Determining Score:	Upward Trend Expected. A score of 2 if in range inclusive of endpoints. A score of 3 if > the high end of the scale shown and a score of 1 if < the low end of the scale shown.	

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Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.

As applied to:	RESEARCH CLEMSON AND USC COLUMBIA (See Next Section for MUSC's Comparable Measure)	TEACHING
Improvement Factor:	3% For institutions scoring 1 or 2, 0.5 points are added if performance meets the required improvement level. To earn the 0.5: the performance being assessed must equal or exceed the institution's past 3-year average performance (most recent ended three years not including the performance being assessed) by 3% of the average. (Note: If less than 3 years of data for the most recent ended 3 years, then available data points will be considered for determining the historical average.) Calculation: IF Indicator (or Indicator Subpart) Score Compared to Standard = 1 or 2 AND Current Performance \geq 103% of the past 3-yr Average Performance, THEN Add 0.5 to the score for this indicator or subpart.	
Note on Origin of Current Standard:	Standards for a score of 2 presented here are based on the 40th and 75th percentile of performance of peer institutions using IPEDS FY 98 survey data.	Standards for a score of 2 presented here are based on the 40th and 75th percentile of performance of peer institutions using IPEDS FY 98 survey data.

Information For Determining Performance Including: an explanation of the measurement calculation, a listing of applicable definitions, and a listing of notes providing a general history of changes to the indicator.

Determining Performance for Clemson, USC Columbia and Teaching Sector Institutions	Graduation rate from 1998 onward is the same rate reported in the Graduate Record Survey (GRS) for the Student Right to Know Legislation. The GRS graduation rate includes full-time, first-time degree/certificate/diploma-seeking students and is calculated based on those completing their program within 150% of normal time. This rate is reported in fulfillment of annual IPEDS requirements. For measurement details the reader is referred to the IPEDS Graduation Rate Survey for 4-year institutions. The survey and applicable definitions may be accessed through the NCES IPEDS website at: http://nces.ed.gov/ipeds and selecting the option for survey forms. (The Graduation Rate calculation is found on page 1 of the Worksheet.)	
Definitions & Other Qualifications: (Definitions at right apply to the measure generally and are applicable to Clemson, USC Columbia and Teaching Sector Institutions.)	<u>Normal program time</u> is the time stated in the institution's catalogue to obtain a degree. Generally two years for two-year institution degrees and four years for a baccalaureate degree. <u>150% of normal program time</u> refers to three years for a two-year degree and six years for an undergraduate degree, for example. <u>First-time, full-time students</u> includes undergraduate students only for this indicator. <u>First-time</u> refers to a student's first time at any college. <u>Full-time</u> refers to at least 12 credit hours enrollment for an undergraduate student.	

Historical Notes (by performance year in order of most recent back to earliest):

1) No changes effective for Year 7 (2002-03) or Year 8 (2003-04) for Clemson, USC Columbia, and Teaching Sector Institutions.

2) Effective with Year 6, 2001-02, the CHE determined that 7A part 1 only would be continued as the scored indicator for four-year institutions. For these institutions, there are no changes from Year 5 to the measure or standards. Also, adopted in Year 5 for implementation in Year 6, CHE approved the development of a comparable measure for MUSC to be implemented as a score indicator and a revised measure for Indicator 7A to be implemented for Regional Campuses and Technical Colleges. Additional details may be found on the following pages outlining 7A for MUSC and two-year institutions.

3) Effective with Year 5, 2000-01, part 7A1a is continued with parts 7A1b and 7A1c deferred. Additionally, part 7A2 that was implemented in year 4 was deferred from measurement in Year 5. The Commission also adopted common standards for institutions within sectors for assessment of performance results. In past years, performance results were assessed relative to individual institutionally defined targets or benchmarks.

4) This indicator was revised effective with Performance Year 4, 1999-2000. Part 2 was added and applies only to the Technical College Sector.

5) Indicator was measured in Year 2 (1997-98) and Year 3 (1998-99) and reflected graduation within 150% of normal program time for all institutions. Scores of 1, 2, or 3 were determined using institutional benchmarks and sector benchmarks.

6) The indicator was not measured in Year 1 (1996-97).

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Critical Success Factor: **7: GRADUATES' ACHIEVEMENTS**
 Indicator: **7A FOR MUSC: GRADUATION RATE**

(Comparable Measure to 7A used for Clemson and USC Columbia)

Date Created: 11/27/02
 Date Last Revised: 11/27/02; 10/21/03 (current year reporting, historical notes, form)

Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.

As applied to:	MUSC
Measure:	First-time, full-time graduate students, except those in PhD programs, and first professional students who complete degree programs within an allowable timeframe.
Timeframe:	Cohort based. Graduation rates are calculated based on the appropriate entering cohorts.
Current Year Reporting:	For Year 8 (2003-04) reporting, the entering cohort is 1998. The PharmD students which were not reported in Year 6 will be included beginning with the 1997 cohort. (See explanatory notes below for additional information.) Data are to be reported to the Division of Finance, Facilities, and MIS no later than 5:00 pm on January 30, 2004. A copy of the report form follows the measure. Institutions may access electronic forms for each indicator on the CHE website (www.che.sc.gov) by selecting Performance Funding from the listing for the Finance, Facilities, and MIS Division.
General Data Source:	Data reported by the institution include the resulting percentage and aggregated data making-up that percentage (i.e., numerator and denominator). <i>(Will give consideration of adding this reporting to CHEMIS for years subsequent to PF Year 2001-02, Yr 6, reporting)</i>
Type data and Rounding:	Percentage expressed to the nearest tenth percent.
Standard for score of "Achieves" :	80.0% to 89.9%
Expected Trend and Determining Score:	Upward Trend Expected. A score of 2 if in range inclusive of endpoints. A score of 3 if > the high end of the scale shown and a score of 1 if < the low end of the scale shown.
Improvement Factor:	3% For institutions scoring 1 or 2, 0.5 points are added if performance meets the required improvement level. To earn the 0.5: the performance being assessed must equal or exceed the institution's past 3-year average performance (most recent ended three years not including the performance being assessed) by 3% of the average. (Note: If less than 3 years of data for the most recent ended 3 years, then available data points will be considered for determining the historical average.) Calculation: IF Indicator (or Indicator Subpart) Score Compared to Standard = 1 or 2 AND Current Performance >= 103% of the past 3-yr Average Performance, THEN Add 0.5 to the score for this indicator or subpart.

(CONTINUED)

Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.

As applied to:	MUSC
Note on Origin of Current Standard:	Current standard was adopted for initial use effective Year 6 (2001-02). It was developed based on a review of preliminary data from the institution and in light of the mix of exams and program requirements.

Information For Determining Performance Including: an explanation of the measurement calculation, a listing of applicable definitions, and a listing of notes providing a general history of changes to the indicator.

Determining Performance for MUSC	<p>The graduation rate is to be cohort based and will include first-time, full-time degree-seeking students who complete a masters or first professional degree who take no longer than one additional year plus one semester beyond "normal" program time to complete the requirements for their degree. It is to be computed by taking those in the appropriate entering cohort of first-time, full-time degree-seeking students who have completed their programs and graduated within the prescribed timeframe divided by the first-time, full-time degree-seeking students who entered those programs. In computing the cohort for purposes of this measure, the following categories of students are considered the only "allowable exclusions" from the final cohort calculations: 1) Students are deceased or are totally and permanently disabled; 2) Students left school to serve in the armed forces; 3) Students left school to serve with a foreign aid service of the Federal Government, such as the Peace Corps; and 4) Students left school to serve on official church missions.</p> <p><u>Timeframe for the initial cohort:</u> Beginning with Performance Year 6 (2001-02), the initial cohort will be those students considered part of the cohort (as indicated above and by the definitions that follow) who enrolled during summer 1996 and fall 1996. Due to unique data circumstances for the PharmD program, PharmD students will not be included in the graduation rate cohort until the following performance year. At that time, only PharmD students who did not enter the program directly through MUSC's BS Pharmacy program will be included. Beginning with the 2001 cohort, all PharmD students will be included.</p>
Definitions & Other Qualifications: (Definitions at right apply to the measure generally and are applicable to MUSC.)	<p><u>Normal program time</u> is the time stated in MUSC's catalog to obtain a degree. Generally, the normal time is three years for a master's degree and four years for a first professional degree.</p> <p><u>One year plus one semester beyond normal program time</u> refers to the allowable time for completing a degree for purposes of this indicator. Generally, four years plus one additional semester for a masters degree and five years plus one additional semester for a first professional degree.</p> <p><u>Student</u> is an individual entering a masters program or first professional program at the Medical University of South Carolina. Students entering PhD programs or joint degree programs that include as one degree the PhD are excluded.</p> <p><u>Degree-seeking students</u> are students enrolled in courses for credit who are recognized by the institution as seeking a degree.</p>

(continued)
Definitions & Other
Qualifications:

(Definitions at right apply
to the measure generally
and are applicable to
MUSC.)

Full-time student for graduate students is defined as enrollment in 9 or more semester credits or enrollment considered full-time by the institution for students involved in thesis or dissertation preparation, first professional students, and students enrolled in programs in the summer term. MUSC's academic policies for full-time status as applicable here are those published in the university's bulletin. Allowable exceptions are those consistent with university policy.

First-time student is a person enrolled at the graduate level, except doctoral level, or first professional level at an institution for the first time. Include graduate or first professional students enrolled in the Fall semester who attended graduate or first professional school in the prior summer term. (IPEDS and CHEMIS Technical Documentation, REGIS_STAT, 67.3)

Historical Notes (by
performance year in order
of most recent back to
earliest):

- 1) No changes effective in Year 7 (2002-03) or Year 8 (2003-04)
- 2) Measure implemented to assess indicator 7A beginning in Performance Year 2001-02 (Year 6) for MUSC. The measure was adopted in February 2001 to provide a parallel measure to that used for indicator 7A for Clemson and University of South Carolina Columbia. The measure is designed for MUSC in order to better assess MUSC's function as a professional/graduate health sciences institution.

MUSC INDICATOR 7A REPORT FORM FOR YEAR 8 (2003-04)

YEAR 8 PERFORMANCE DATA, 2003-04 (will be rated to impact 2004-05 funding)	Institution:
INDICATOR 7A for MUSC: Graduation Rates Applies to MUSC - DUE JAN 30, 2004 Performance Timeframe: Cohort Based. For Year 8, report on the 1998 entering cohort. (PharmD students are to be included with the 1997 entering cohort. See workbook for details)	Contact Name & Phone:
	Authorizing Signature:
	Date Submitted:
DATA SOURCE for Report:	
<p>For Indicator 7A for MUSC, please indicate the following for the 1998 entering cohort. For complete definitions and measurement details see the current Workbook (available on-line: http://www.che.sc.gov)</p> <p>_____ Number in the 1998 entering cohort who completed degree programs within the allowable timeframes.</p> <p>_____ Total Number in the 1998 Entering Cohort and allowable exclusions (see note below).</p> <p>_____ Percent (rounded to 1 decimal) of first-time, full-time graduate students, except those in PhD programs, and first professional students in the 1998 entering cohort who completed degree programs within the allowable timeframes.</p> <p>_____ Number excluded from 1998 Entering Cohort per allowable exclusions (see note below)</p> <p>Note: The graduation rate is to be cohort based and will include first-time, full-time degree-seeking students who complete a masters or first professional degree who take no longer than one additional year plus one semester beyond "normal" program time to complete the requirements for their degree. It is to be computed by taking those in the appropriate entering cohort of first-time, full-time degree-seeking students who have completed their programs and graduated within the prescribed timeframe divided by the first-time, full-time degree-seeking students who entered those programs. In computing the cohort for purposes of this measure, the following categories of students are considered the only "allowable exclusions" from the final cohort calculations: 1) Students are deceased or are totally and permanently disabled; 2) Students left school to serve in the armed forces; 3) Students left school to serve with a foreign aid service of the Federal Government, such as the Peace Corps; and 4) Students left school to serve on official church missions. (see current Workbook)</p>	
<p>Note: This is the second report of data for this indicator that was developed for MUSC to serve as a comparable measure to that used for 7A for other research institutions. If applicable, please note here any concerns or considerations regarding data collected for this report. (Entered text will wrap and the form will continue on the next page.)</p> <p><u>Data Concerns or Comments:</u></p>	
TO BE COMPLETED AT CHE: Date Received _____ Revisions received after this date? Yes or No	

Critical Success Factor:	7: GRADUATES' ACHIEVEMENTS	
Indicator:	7A: GRADUATION RATE	
7A for Regional Campuses and Technical Colleges: Success Rate defined using first-time, full-time degree-seeking student graduation rate for graduation within 150% of program time with allowance also for transfers-out and continued enrollment		
Date Created:	11/27/02	
Date Last Revised:	11/27/02; 10/21/03 (current year reporting, historical notes)	
Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.		
As applied to:	REGIONAL CAMPUSES	TECHNICAL COLLEGES
Measure:	"Success Rate" defined as the "GRS Rate Plus" which will be the determination for the first-time, full-time degree-seeking student Graduation Rate Survey (GRS) cohort as defined for 2-year institutions, the percentage of those graduating within 150% of normal program time or those who as of 150% of program time have transferred to another institution or those who have continued to be enrolled either full- or part-time. (Staff Note: Definitions are to be consistent with NCES IPEDS Graduation Rate Survey methodology and requirements as applicable.)	
Timeframe:	"Success Rate" of students is to be calculated based on cohorts as defined for IPEDS GRS reporting. Assessment is based on the cohort reported on the most recent survey report, i.e., survey submitted in the spring semester in which the ratings process is conducted.	
Current Year Reporting:	For Year 8, 2-year institutions are assessed based on the 2000 cohort reported on the 2004 GRS Survey. A report on institutional performance will be posted on CHE's website and made available in early spring prior to the ratings.	
General Data Source:	Computed from data reported by the institution for the annual IPEDS Graduation Rate Survey (GRS) and from CHEMIS data, supplemented, if applicable, by institutional reports. If possible, all data collected should become a part of CHEMIS data reporting requirements.	
Type data and Rounding:	Percentage expressed to the nearest tenth percent.	
Standard for score of "Achieves" :	50.0% to 65.0%	30.0% to 45.0%
Expected Trend and Determining Score:	Upward Trend Expected. A score of 2 if in range inclusive of endpoints. A score of 3 if > the high end of the scale shown and a score of 1 if < the low end of the scale shown.	

(CONTINUED)

Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.

As applied to:	REGIONAL CAMPUSES	TECHNICAL COLLEGES
Improvement Factor:	<p>3%</p> <p>For institutions scoring 1 or 2, 0.5 points are added if performance meets the required improvement level. To earn the 0.5: the performance being assessed must equal or exceed the institution's past 3-year average performance (most recent ended three years not including the performance being assessed) by 3% of the average. (Note: If less than 3 years of data for the most recent ended 3 years, then available data points will be considered for determining the historical average.)</p> <p>Calculation: IF Indicator (or Indicator Subpart) Score Compared to Standard = 1 or 2 AND Current Performance \geq 103% of the past 3-yr Average Performance, THEN Add 0.5 to the score for this indicator or subpart.</p>	
Note on Origin of Current Standard:	Standards developed based on a review of available information for CHEMIS for the 1996, 1997, and 1998 cohorts for SC's Regional Campuses.	Standards developed based on a review of available information for CHEMIS for the 1996, 1997, and 1998 cohorts for SC's Technical Colleges.

Information For Determining Performance Including: an explanation of the measurement calculation, a listing of applicable definitions, and a listing of notes providing a general history of changes to the indicator.

Determining Performance for Regional Campuses and Technical Colleges

Guidelines for calculating GRS Data for Two-Year Institutions from CHEMIS and additional information for Performance Funding. (Applicable Definitions appear following these guidelines.)

- 1) Define the cohort of students, first-time, full-time, degree-seeking (Diploma/Certificate/Associates)
- 2) Arrive at the 150% for degrees awarded as is being currently done—did the student receive an associate degree within three years or did the student receive a certificate/diploma within one and a half years? The highest degree attained by the student within the 150% time frame is counted.
- 3) (*) If the student isn't counted in 2), did the student transfer to another institution within the three year time frame? The official transfer file as reported through CHEMIS is used. (The National Clearinghouse gives a date for data that is defined as the start date of the academic term in which the student first enrolled after the last date of attendance at an institution. If the Clearinghouse data are used for transfer information, the student should be reported as enrolled at another institution prior to August 1 for the summer cutoff period). **(*See example and information at the top of the next page (II.143) for additional details regarding "transfer-out" students as applied for here.)**
- 4) (*) Additionally, for Performance Funding, if the student isn't counted in 3), was the student retained at the same institution in the Fall after the 3 year period?

(*) To further define 3) and 4), let's use an example:

(continued)
Determining Performance
for Regional Campuses
and Technical Colleges

Let's say we're looking at students in the Fall 1998 cohort

For 3), if a student didn't fall under the 150% guidelines, did the student transfer to another institution from Fall 1998 through Summer 2001?

For 4), using the same time frame, if the student didn't get counted in 2) or 3), was that student still at the same institution in Fall 2001?

Consideration of and Reporting on Transfer-Out Students by Technical Colleges and Regional Campuses - For the first year of measurement, Year 7 (2002-03), data for all institutions will be calculated based on available CHEMIS information that can be used in determining in-state transfers. That is, the measure will be computed as described for performance funding purposes, but using for transfers within 150% of time those in-state transfers for which information is available on CHEMIS. Consideration will be given to complete information on transfers (in- and out-of-state) under the following circumstances: 1) For institutions that collect and report transfer data on the federal IPEDS GRS form, the information on transfers will be considered and used if it impacts an institution's score and 2) For those two-year institutions that report, "No," to the GRS screening question related to transfers, staff will consider data provided by institutions in the scoring process only if it is collected and reported in a manner that meets the GRS requirements for determining transfers. In both cases, if it is determined that the performance is impacted, the transfer number reported on the GRS or provided by the institution will be substituted for the CHEMIS number and the data will be footnoted accordingly. Such supplemental transfer data will not be considered for those institutions that report to the GRS screening question related to transfers that they have transfers but do not have data.

The issues related to determining transfers for purposes of this measure will be re-considered prior to Year 8 (2004-05) in light of any additional GRS requirements or issues arising with the collection and scoring of Year 7 data.

Definitions & Other
Qualifications:

(Definitions at right apply
to the measure generally
and are applicable
Regional Campuses and
Technical Colleges.)

This measure is intended to follow as closely as possible NCES requirements for reporting GRS data. It represents an expansion of the GRS 150% rate by including consideration of transfer-out students and continued enrollment. The following definitions apply and are presented here for guidance. For complete information related to GRS requirements, the reader is referred to the NCES website for details (www.nces.ed.gov)

Graduation rate from 1998 onward is the same rate reported in the Graduate Record Survey (GRS) for the Student Right to Know Legislation. The GRS graduation rate includes full-time, first-time degree/certificate/diploma-seeking students and is calculated based on those completing their program within 150% of normal time. This rate is reported in fulfillment of annual IPEDS requirements.

For measurement details related to cohort development, the reader is referred to the IPEDS Graduation Rate Survey for 2-year institutions. The survey and applicable definitions may be accessed through the NCES IPEDS website at: <http://nces.ed.gov/ipeds> and selecting the option for survey forms. (The Graduation Rate calculation is found on page 1 of the Worksheet.)

Normal program time refers to the time stated in the institution's catalogue to obtain a degree. Generally two years for a two-year institution and four years

(continued) Definitions & Other Qualifications:	<p>for a baccalaureate degree. (Note: As indicated in the guidelines above, for purposes of calculating the GRS rates, associate degrees are considered two-year programs and certificate/diploma programs are considered one-year programs.)</p> <p><u>150% of normal program time</u> refers to three years for a two-year degree and six years for an undergraduate (four-year) degree, for example.</p> <p><u>First-time, full-time students</u> include undergraduate students only for this indicator.</p> <p><u>First-time</u> refers to a student's first time at any college.</p> <p><u>Full-time</u> refers to at least 12 credit hours enrollment for an undergraduate student.</p> <p><u>Defining a Transfer-Out Student:</u> Defined by GRS reporting requirements as "A student that leaves the reporting institution and enrolls at another institution. For definition as applied here in determining transfer-out students, see pages II.142-143 ("Determining Performance. . ."). For additional information on "transfer-out" definitions including "transfer verification" or acceptable documentation for transfer-out reporting per GRS guidelines, see the applicable GRS instructions and definitions for the year of the report.</p> <p><u>Continued Enrollment:</u> Encompasses students who have continued to be enrolled, either on a full- or part-time basis at the institution consistent with IPEDS definitions for reporting continued education. GRS definitions identify "non-completers still enrolled" as "A student from a given cohort who has not completed a program and is still enrolled at the institution as of Oct 15 or the institutions official fall reporting date (following the August 31 status date)." For the fall 1999 cohort, 'still enrolled' would include those from the original cohort enrolled on the fall enrollment reporting date October 2002. <i>(Staff Note: The intention is to remain consistent with IPEDS GRS definitions for determining "continued enrollment." Currently continued enrollment data is not required on the GRS. However, should NCES re-instate the reporting of this information on future surveys, reporting used in performance funding would be consistent with GRS requirements provided the above definition for continued enrollment remains in effect.)</i></p>
Historical Notes (by performance year in order of most recent back to earliest):	<ol style="list-style-type: none"> 1) There were no changes for Year 8 (2003-04) 2) Effective in Year 7, 2002-03, the revised measure as adopted in Year 6 for the 2-year institutions will be implemented and scored. Final measurement details and standards were considered by the Planning and Assessment Committee at its September 5, 2002, meeting, and the Committee's recommendations were considered by the full Commission on that same day. 3) In Year 6, 2001-02, the Commission adopted a change to the measure for this indicator for 2-year institutions (see July 12, 2001, CHE meeting). The revision changed the measure from "graduation within 150% of time" to a success rate measuring the percent of those either graduating within 150% of time, transferring-out within 150% of time or continued to be enrolled. For one year (Year 6) as measurement details are worked out and baseline data collected, the indicator is to be scored based on the definition and standards applicable for 7A1a in Year 5. It is expected that in subsequent years,

(continued)
Historical Notes (by
performance year in order
of most recent back to
earliest):

performance will be assessed and scored per the revised definition.

4) In Year 5, 2000-01, part 7A1a was continued with parts 7A1b and 7A1c deferred. Additionally, part 7A2, which was implemented in Year 4, was deferred from measurement in Year 5. The Commission also adopted common standards for institutions within sectors for assessment of performance results. In past years, performance results were assessed relative to individual institutionally defined targets or benchmarks.

5) In Year 4, 1999-2000, this indicator's definition was revised. In addition to the 150% graduation rate assessed as part of Year 3 and prior measurement, a separate part, 7A2, which assessed "graduation rate minus developmental students," was added and applied only to the Technical College Sector. The added measurement subpart for technical colleges (7A2) was piloted and scored in Year 4. Due to measurement concerns with the subpart, it was discontinued in Year 5 as reflected in note 3 above.

(SEE Notes 4-6 of 7A for Clemson, USC Columbia and Teaching Sector Institutions for additional details related to the earlier measurement information.)

**2-YEAR INSTITUTIONS, SUPPLEMENTAL TRANSFER INFORMATION FOR
INDICATOR 7A REPORT FORM FOR YEAR 8 (2003-04)**

YEAR 8 PERFORMANCE DATA, 2003-04 (will be rated to impact 2004-05 funding)	Institution:
INDICATOR 7A for Technical Colleges and Regional Campuses: Supplemental Report on Transfers due March 5, 2004	Contact Name & Phone:
	Authorizing Signature:
	Date Submitted:
DATA SOURCE for Report:	
<p>Supplemental report on Transfer Students for Consideration in Year 8 Performance Results on Indicator 7A for Regional Campuses and Technical Colleges:</p> <p><u>Please indicate your institution's response to the screening question related to transfer on the GRS survey for the current year:</u></p> <p>_____ 1) Indicated that transfer is part of mission and reported transfer results on the GRS.</p> <p>_____ 2) Indicated that transfer is part of mission and reported transfer results on the GRS.</p> <p>_____ 3) Indicated that transfer is not part of mission on the GRS.</p> <p><u>For those selecting item one or two above:</u></p> <p>_____ Number of students who transferred within 150% of normal program time.</p> <p>In the space below, please indicate the method used to identify the transfer number reported:</p>	
<p>TO BE COMPLETED BY CHE STAFF:</p> <p>Adjusted performance considering additional transfer information:</p> <p># Graduating _____ + # Transferring _____ + # Continued Enrollment / _____ cohort</p> <p>Performance Result _____%</p> <p>Resulting score considering additional performance information: _____</p> <p>Is this better then CHEMIS result: YES or NO If yes, then use this result.</p>	
<p>TO BE COMPLETED AT CHE: Date Received _____ Revisions received after this date? Yes or No</p>	

Critical Success Factor:	7: GRADUATES' ACHIEVEMENTS
Indicator:	7B: EMPLOYMENT RATE FOR GRADUATES
Date Created:	11/27/02
Date Last Revised:	11/27/02
<p><u>Details Regarding the Indicator Measure as Defined.</u> Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.</p>	
As applied to:	TECHNICAL COLLEGES
Measure:	<p>UNDER DEVELOPMENT</p> <p>Applies as a Compliance Indicator in Year 7 (2002-03)</p> <p>See Historical Notes Section for Additional Explanation</p>
Timeframe:	
Current Year Reporting:	
General Data Source:	
Type data and Rounding:	
Standard for score of "Achieves" :	
Expected Trend and Determining Score:	
Improvement Factor:	
Note on Origin of Current Standard:	

Information For Determining Performance Including: an explanation of the measurement calculation, a listing of applicable definitions, and a listing of notes providing a general history of changes to the indicator.

Determining Performance
for and Technical Colleges:

Definitions & Other
Qualifications:

(Definitions at right apply
to the measure generally
and are applicable to all
sectors.)

Historical Notes (by
performance year in order
of most recent back to
earliest):

- 1.) This indicator was continued as a compliance indicator effective in Year 7 (2002-03) CHE until definitions are resolved. (See CHE Meeting Materials, 9/5/02)
 - 2) Effective for Year 6 (2001-02), the Commission approved this indicator as a compliance measure in order to provide time for development of the indicator and collection of baseline data. The indicator was approved by CHE initially for Technical Colleges in the spring 2001 academic term when CHE adopted a plan to reduce the number of indicators used in scoring.
 - 3) Following different measurement guidance, this indicator was assessed initially as a compliance indicator for all institutions in Years 3, 4, and 5. In Year 5, the indicator was not scheduled for measurement due to the reporting cycle of the indicator.
-

Hold for 7B

Hold for 7B

Hold for 7B

Hold for 7B

Critical Success Factor:	7: GRADUATES' ACHIEVEMENTS
Indicator:	7C: EMPLOYER FEEDBACK ON GRADUATES WHO WERE OR WERE NOT EMPLOYED

Date Created:	11/27/02
Date Last Revised:	11/27/02

Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.

As applied to:	TECHNICAL COLLEGES
Measure:	<p>UNDER DEVELOPMENT</p> <p>Applies as a Compliance Indicator in Year 7 (2002-03)</p> <p>See Historical Notes Section for Additional Explanation</p>
Timeframe:	
Current Year Reporting:	
General Data Source and Reporting:	
Type data and Rounding:	
Standard for score of "Achieves" :	
Expected Trend and Determining Score:	
Improvement Factor:	
Note on Origin of Current Standard:	

Information For Determining Performance Including: an explanation of the measurement calculation, a listing of applicable definitions, and a listing of notes providing a general history of changes to the indicator.

Determining Performance
for and Technical Colleges:

Definitions & Other
Qualifications:

(Definitions at right apply
to the measure generally
and are applicable to all
sectors.)

Historical Notes (by
performance year in order
of most recent back to
earliest):

- 1.) This indicator was continued as a compliance indicator effective in Year 7 (2002-03) until definitions are resolved. (See CHE Meeting Materials, 9/5/02)
 - 2) Effective for Year 6 (2001-02), the Commission approved this indicator as a compliance measure in order to provide time for development of the indicator and collection of baseline data. The indicator was approved by CHE initially for Technical Colleges in the spring 2001 academic term when CHE adopted a plan to reduce the number of indicators used in scoring.
 - 3) Following different measurement guidance, this indicator was assessed initially as a compliance indicator for all institutions in Years 3, 4, and 5. In Year 5, the indicator was not scheduled for measurement due to the reporting cycle of the indicator.
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Hold for 7C

Hold for 7C

Hold for 7C

Hold for 7C

Critical Success Factor:	7: GRADUATES' ACHIEVEMENTS			
Indicator:	7D: SCORES OF GRADUATES ON POST-UNDERGRADUATE PROFESSIONAL, GRADUATE, OR EMPLOYMENT-RELATED EXAMINATIONS AND CERTIFICATION TESTS			
Date Created:	11/27/02			
Date Last Revised:	11/27/02; 10/21/03 (current year reporting, historical notes)			
Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.				
As applied to:	RESEARCH	TEACHING	REGIONAL CAMPUSES	TECHNICAL COLLEGES
Measure:	<p>Percentage of total students taking certification examinations who pass the examination.</p> <p><i>In January 2002, the Commission adopted a recommendation to defer from scoring examination data from teacher education professional knowledge examinations (i.e., those assessed as part of 3E2a) and from the National Board for Dental Assisting (DANB). This applies to all institutions with applicable program areas.)</i></p> <p><i>An earlier recommendation adopted in Year 5 continues to apply so that institutions with teacher education programs, scores for the middle school pedagogy examination (PLT 5-9) were excluded in Year 5 and will be excluded until curricula are developed/adopted to support this new certification area.</i></p>			
Timeframe:	The most recent ended April 1 to March 31 period.			
Current Year Reporting:	<p>For Year 8, April 1, 2002 to March 31, 2003. Data are calculated from an institution report submitted in August 2003 for institutional effectiveness reporting. A report on institutional performance will be posted on CHE's website prior to ratings.</p> <p>A copy of the report required for Institutional Effectiveness (IE) reporting for August 2003 follows the notes section for this measure.</p>			
General Data Source:	Institutions provide reports to the Division of Academic Affairs. Data are reported initially in August for institutional effectiveness requirements.			
Type data and Rounding:	Percentage expressed to the nearest tenth percent.			
Standard for score of "Achieves" :	75.0% to 89.0%			
Expected Trend and Determining Score:	Upward Trend Expected. A score of 2 if in range inclusive of endpoints. A score of 3 if > the high end of the scale shown and a score of 1 if < the low end of the scale shown.			

(CONTINUED)

Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.

As applied to:	RESEARCH	TEACHING	REGIONAL CAMPUSES	TECHNICAL COLLEGES
Improvement Factor:	<p>3%</p> <p>For institutions scoring 1 or 2, 0.5 points are added if performance meets the required improvement level. To earn the 0.5: the performance being assessed must equal or exceed the institution's past 3-year average performance (most recent ended three years not including the performance being assessed) by 3% of the average. (Note: If less than 3 years of data for the most recent ended 3 years, then available data points will be considered for determining the historical average.)</p> <p>Calculation: IF Indicator (or Indicator Subpart) Score Compared to Standard = 1 or 2 AND Current Performance \geq 103% of the past 3-yr Average Performance, THEN Add 0.5 to the score for this indicator or subpart.</p>			
Note on Origin of Current Standard:	The current standard was adopted effective initially in Year 6 (2001-02). Prior to that year a standard of 80%-89% applied.			

Information For Determining Performance Including: an explanation of the measurement calculation, a listing of applicable definitions, and a listing of notes providing a general history of changes to the indicator.

Determining Performance for All Sectors: Applicable to institutions with programs leading to students taking certification examinations. Currently, this indicator is applicable for all research institutions, all teaching colleges, USC-Lancaster and all technical colleges.

The calculation for this indicator is based on the number of students completing programs who took certification exams and passed the exams divided by the total number of students completing programs who took exams.

Considerations Regarding Particular Exams:

For the teacher licensure exams (PRAXIS exams or other comparable teacher licensure exams), the scores will include all test takers, not just first-time test takers. ***(For additional information on teacher licensure exams and determining performance on these exams, see Indicator 3E2a and 3E2b.)***

In January 2002, the Commission adopted a recommendation to defer from scoring examination data from teacher education professional knowledge examinations (i.e., those assessed as part of 3E2a) and from the National Board for Dental Assisting (DANB). This applies to all institutions with applicable program areas).

An earlier recommendation adopted in Year 5 continues to apply so that institutions with teacher education programs, scores for the middle school pedagogy examination (PLT 5-9) were excluded in Year 5 and will be excluded until curricula are developed/adopted to support this new certification area.

Definitions & Other Qualifications: (Definitions at right apply to the measure generally and are applicable to all sectors.)	<u>Certification examinations</u> are those examinations required for licensing or to practice within the State of South Carolina and/or the nation. These examinations are those reported under Act 255 of 1992 requirements (institutional effectiveness) and will remain the same for Act 359 of 1996.
Historical Notes (by performance year in order of most recent back to earliest):	<p>1) No changes to the measure or standard effective in Year 7 (2002-03) or Year 8 (2003-04) from that used in Year 6.</p> <p>2.) Effective in Year 6 (2001-02,) the standard to achieve was changed from 80.0% to 89.0% to 75.0% to 89.0% due to consideration of changes in administration and scoring of exams nationally. Additionally, in January 2002, the Commission adopted a recommendation to defer from scoring examination data from teacher education professional knowledge examinations (i.e., those assessed as part of 3E2a) and from the National Board for Dental Assisting (DANB). This applies to all institutions with applicable program areas. The deferring of middle school pedagogy exams from counting also continued to apply.</p> <p>3) Prior to scoring in Year 5 (2000-01), the Commission adopted a recommendation that deferred inclusion in the performance for institutions with teacher education programs, scores for the middle school pedagogy examination (PLT 5-9). Exclusion of these results is effective from Year 5 until curricula are developed and adopted to support this new certification area.</p> <p>No other changes were approved effective with Year 5, 2000-01. The Commission approved assessing performance for this measure based on a common scale for institutions. In past years, performance was assessed based on individual institutionally defined benchmarks.</p> <p>4.) This measure has been scored since Year 1 of Performance Funding. In years prior to Year 5, performance was determined and scored using institutional and sector benchmarks.</p>

A copy of the institutional effectiveness reporting requirements follow. The instructions include a listing of exams reported on and used for purposes of this indicator and institutional effectiveness reporting.

INSTITUTIONAL EFFECTIVENESS REPORTING REQUIREMENTS FOR DATA SUBMITTED IN AUGUST 2002 FOR PERFORMANCE ON PROFESSIONAL EXAMINATIONS

NOTE – These are Aug 2002 instructions. For Aug 2003 Instructions See Web. No Changes were made to the list.

RESULTS OF PROFESSIONAL EXAMINATIONS

Applicable to all sectors – Measured for April 1, 2001-March 31, 2002

Due August 1, 2002

According to Section 59-101-350, the Commission is responsible for collecting “student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam” from four- and two-year institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as the primary source with which to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality and Graduates’ Achievements by looking at the scores of graduates on post-undergraduate professional, graduate, or employment-related examinations and certification tests.

Past committee work and the development of performance funding have defined the collection of this information to include only first-time test takers (except the teacher education exams at four-year institutions, which include all test takers) for those students who completed an examination during the period of **April 1, 2001 through March 31, 2002**. The following list displays the exams that each sector has reported in the past. Please use this list as a guide for the exams you report this year on the table provided.

The Commission will request national and state pass rates and any additional information for these examinations, as it is available, from national and state agencies to be used in the report to the General Assembly. These national and state agencies can be found in “A Closer Look.”

Name of Exam	Date(s) Administered	# of Examinees	# of 1 st Time Examinees	# of 1 st Time Examinees who Passed	% 1 st Time Examinees Passing
RESEARCH SECTOR					
ACC National Certification Exam in Nurse Midwifery					
American Bd. of Cardiovascular Perfusion Exam - Part I (PBSE) and Part II (CAPE)					
Clinical Laboratory Scientist/Generalist, NCA					
Council on Certification of Nurse Anesthetists Exam.					
Medical Technology, ASCP					
Multi-State Pharmacy Jurisprudence Exam (MPJE)					
National Board Dental Exam, Part I					
National Board Dental Exam, Part II					
National Council Licensure Exam. - Registered Nurse					

Name of Exam	Date(s) Administered	# of Examinees	# of 1 st Time Examinees	# of 1 st Time Examinees who Passed	% 1 st Time Examinees Passing
National Physical Therapist Licensing Exam. (PT)					
National Certification Corporation for the Obstetric, Gynecological and Neonatal Nursing Specialties: Neonatal Nurse Practitioner Exam.					
North American Pharmacist Licensure Exam. (NAPLEX)					
Occupational Therapist, Registered (OTR)					
Physician Assistant National Certifying Exam. (PANCE)					
PRAXIS Series II: Core Battery Professional Knowledge					
PRAXIS Series II: Principles of Learning & Teaching (K-6)					
PRAXIS Series II: Principles of Learning & Teaching (5-9)					
PRAXIS Series II: Principles of Learning & Teaching (7-12)					
PRAXIS Series II: Specialty Area Tests					
South Carolina Bd. of Law Examination					
Specialist in Cytotechnology					
State Board Dental Exam-SRTA Exam.					
US Medical Licensing Exam. - Step I					
US Medical Licensing Exam. - Step II					
TEACHING SECTOR					
National Council Licensure Exam. (NCLEX) - Registered Nurse					
PRAXIS Series II: Core Battery Professional Knowledge					
PRAXIS Series II: Principles of Learning & Teaching (K-6)					
PRAXIS Series II: Principles of Learning & Teaching (5-9)					
PRAXIS Series II: Principles of Learning & Teaching (7-12)					
PRAXIS Series II: Specialty Area Tests					

Name of Exam	Date(s) Administered	# of Examinees	# of 1 st Time Examinees	# of 1 st Time Examinees who Passed	% 1 st Time Examinees Passing
REGIONAL SECTOR					
(USC-Lancaster only) Council Licensure Exam-Registered Nurse					
TECHNICAL SECTOR					
Accredited Record Technician (ART)					
Aircraft Maintenance – Airframe, General and Powerplant					
Barbering					
Certification Examination For Entry Level Respiratory Therapy Practitioners (CRTT)					
Certified Dental Assistant					
Certified Medical Assistant Exam.					
Certified Occupational Therapist Assistant (COTA)					
Clinical Laboratory Technician, NCA					
Cosmetology Exam					
Emergency Medical Technician - NREMT					
Basic, Intermediate and Paramedic Medical Laboratory Technician, ASCP					
National Bd. for Dental Hygiene Examination					
National Council Licensure Exam. (NCLEX) - Practical Nurse					
National Council Licensure Exam. (NCLEX) - Registered Nurse					
National Physical Therapist Licensing Exam. (PTA)					
Nuclear Medicine Technology Certification Bd. Exam					
Nuclear Medicine Technology, ARRT					
Nurse Aid Competency Evaluation Program (NACEP)					
Radiography Exam., ARRT					
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Clinical Simulation and Written Registry					
State Board Exam. for Dental Hygiene-SC Board of Dentistry					
Surgical Technologist National Certifying Examination					
Veterinary Technician National Examination					
Veterinary Technician State Exam (Rules & Regulations)					
SRTA Regional Exam. for Dental Hygienists					

Additional Examinations - In addition to this information, the Commission is interested in collecting supporting data for other exams that **may** be used in the IE and performance funding processes. These exams were identified in a meeting with institutional, Commission staff, and State Tech Board representatives in 1999 for possible inclusion in these data collection efforts. As we continue to look closer at performance indicator 7D and through data verification efforts, we are interested in more detailed information that could affect the inclusion of these exams, or others. Please provide the information on the additional exams as requested below. Should you have suggestions for other exams to include here, please add those to the list with the appropriate information.

Additional Examinations - Research Sector

Due August 1, 2001

The exams below represent additional examinations identified through Fall 1999 institutional meetings. Please provide the following information for these exams. Feel free to add others that may reflect the degree programs at your institution and measure the success of your students on professional examinations.

Exam	Degree(s) leading to this exam at your institution	# Graduates completing these degree(s) (April 1, 2001 – March 31, 2002)	# Tested (If known)	Dates Tested (If known)
American Academy of Nurse Practitioners National Certification Exam (AANP) – Adult Nurse Practitioner				
AANP - Family Nurse Practitioner				
AANP - Pediatric Nurse Practitioner				
American Association of State Social Work Boards (AASSWB) – Basic Level				
AASSWB - Intermediate Level				
AASSWB - Advanced (Independent) Level				
American Nurses Credentialing Center National Exam. (ANCC) – Acute Care Nurse Practitioner				
ANCC - Gerontological Nurse Practitioner				
ANCC - Pediatric Nurse Practitioner				
ANCC - School Nurse Practitioner				
ANCC - Psychiatric Clinical Nurse Specialist				
Athletic Training				
Examination for the Professional Practice of Psychology				
Fundamentals of Engineering				
Fundamentals of Geology				
National Certification Board of Pediatric Nurse Practitioners and Nurses				
National Certification Corporation for the Obstetric, Gynecological and Neonatal Nursing Specialties – Women's Health Nurse Practitioner Exam.				

Additional Examinations – Teaching Sector

Due August 1, 2002

The exams below represent additional examinations identified through Fall 1999 institutional meetings. Please provide the following information for these exams. Feel free to add others that may reflect the degree programs at your institution and measure the success of your students on professional examinations.

Exam	Degree(s) leading to this exam at your institution	# Graduates completing these degree(s) (April 1, 2001 – March 31, 2002)	# Tested (If known)	Dates Tested (If known)
American Association of State Social Work Boards (AASSWB) – Basic Level				
AASSWB – Intermediate Level				
AASSWB – Advanced (Independent) Level				
Fundamentals of Engineering				
Fundamentals of Geology				

Additional Examinations – Technical Sector

Due August 1, 2002

The exams below represent additional examinations identified through the July 1999 institutional and State Tech meeting. Please provide the following information for these exams. Feel free to add others that may reflect the degree programs at your institution and measure the success of your students on professional examinations.

Exam	Degree(s)/Diploma(s)/ Certificate(s) leading to this exam at your institution	# Graduates completing these degree(s) (April 1, 2001 – March 31, 2002)	# Tested (If known)	Dates Tested (If known)
National Conference of Funeral Services National Exam				
National Cosmetology Exam.				
National Registry First Responder				
SC Brokers License				
SC Contractors License				
SC Master Hair Care Specialist				
SC Registered Barber Exam				
SC Specialty Contractor				
SC State Law Examination-Funeral Services				

Critical Success Factor:	7: GRADUATES' ACHIEVEMENTS
Indicator:	7E: NUMBER OF GRADUATES WHO CONTINUED THEIR EDUCATION
Date Created:	11/27/02
Date Last Revised:	11/27/02, 10/21/03 (current year reporting, historical notes)
<u>Details Regarding the Indicator Measure as Defined.</u> Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.	
As applied to:	REGIONAL CAMPUSES
Measure:	Percentage of first-time, full-time degree-seeking students who earn a baccalaureate degree within 150% of normal program time (6 years for a baccalaureate degree) from in-state public institutions or from other institutions provided appropriate documentation can be presented by the reporting regional campus.
Timeframe:	Data are derived from an identified cohort and outcome as measured six-years later. Cohort definitions are intended to be consistent with those used for national reporting for 4-year graduation rates (IPEDS GRS).
Current Year Reporting:	The 1997 cohort and status as of 2003 apply for Year 8.
General Data Source and Reporting:	Reference cohort to be in keeping with GRS reporting requirements. Data will be reported to CHE by institutions and if possible, be incorporated into CHEMIS reporting requirements. Data used will be those used in determining the IPEDS GRS survey data with supplemental information on students earning degrees from non-CHEMIS reporting institutions provided it is available sector-wide from a centralized reporting system such as the National Clearinghouse.
Type data and Rounding:	Percentage expressed to the nearest tenth percent
Standard for score of "Achieves" :	25.0%-40.0%
Expected Trend and Determining Score:	Upward Trend Expected. A score of 2 if in range inclusive of endpoints. A score of 3 if > the high end of the scale shown and a score of 1 if < the low end of the scale shown.
Improvement Factor:	3% For institutions scoring 1 or 2, 0.5 points are added if performance meets the required improvement level. To earn the 0.5: the performance being assessed must equal or exceed the institution's past 3-year average performance (most recent ended three years not including the performance being assessed) by 3% of the average. (Note: If less than 3 years of data for the most recent ended 3 years, then available data points will be considered for determining the historical average.) Calculation: IF Indicator (or Indicator Subpart) Score Compared to Standard = 1 or 2 AND Current Performance \geq 103% of the past 3-yr Average Performance, THEN Add 0.5 to the score for this indicator or subpart.
Note on Origin of Current Standard:	Standards developed by considering available cohort data for Regional Campuses. The CHE approved current standards on September 5, 2002.

Information For Determining Performance Including: an explanation of the measurement calculation, a listing of applicable definitions, and a listing of notes providing a general history of changes to the indicator.

Determining Performance for Regional Campuses:

Graduate Record Survey (GRS) for the Student Right to Know Legislation includes full-time, first-time degree/certificate/diploma-seeking students in identified cohorts and is calculated based on those completing their program within 150% of normal time. For additional measurement details related to cohort development, the reader is referred to the IPEDS Graduation Rate Survey for 2-year institutions. The survey and applicable definitions may be accessed through the NCES IPEDS website at: <http://nces.ed.gov/ipeds> and selecting the option for survey forms.

Data will be calculated in a manner consistent with the methodology used to calculate the IPEDS GRS Survey Graduation Rate data and those data calculated for Indicator 7A, as is possible. The appropriate GRS Cohort will be identified from the data reported on CHEMIS by regional campuses and will serve as the denominator for the measure. From that cohort, the number of students graduating with a baccalaureate degree as of the time period specified in the measure will be determined for each of the regional campuses using available CHEMIS data reported by public and private South Carolina institutions. The data for the indicator will reflect the number in the cohort that earned baccalaureate degrees as of the identified timeframe divided by the identified cohort number and expressed as a percentage.

Data on degrees earned of cohort members from non-CHEMIS reporting institutions will be allowable and used to supplement CHEMIS data provided that the data are reported from a centralized reporting system such as the National Clearinghouse and made available sector-wide.

Definitions & Other Qualifications:

Normal program time is the time stated in the institution's catalogue to obtain a degree. Generally four years for a baccalaureate degree.

(Definitions at right apply to the measure generally and are applicable to Regional Campuses.)

150% of normal program time refers to three years for a two-year degree and six years for an undergraduate degree, for example.

First-time, full-time students includes undergraduate students only.

First-time refers to a student's first time at any college.

Full-time refers to at least 12 credit hours enrollment for an undergraduate student.

Historical Notes (by performance year in order of most recent back to earliest):

- 1) There were no changes with Year 8 (2003-04)
 - 2) Effective Year 7 (2002-03), this measure was approved as a scored indicator for use in determining the Year 7 score. The Planning and Assessment Committee and CHE approved the measure and standards for Year 7 (2002-03) at meetings on September 5, 2002. An "Achieves" range of 25%-40% with an improvement factor of 3% was approved for use in scoring. The standard developed was based on reviewing sector performance data for the most recent three years available, which included the 1993, 1994, and 1995 student cohorts.
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(continued)
Historical Notes (by
performance year in order
of most recent back to
earliest):

3) During Year 6 (2001-02), this indicator was a compliance indicator as baseline data were collected for purposes of measurement refinement and standards development.

4) During Year 5 (2000-01), the indicator was approved by the Commission for use as a scored indicator for the regional campuses sector on April 5, 2001. Scoring of this indicator was deferred in Year 6 (2001-02 to impact 2002-03) as measurement details were worked out and baseline data were collected.

SUPPLEMENTAL REPORT ON STUDENTS GRADUATING FROM NON-CHEMIS REPORTING INSTITUTIONS WILL BE PROVIDED FROM THE USC SYSTEM OFFICE FOR EACH REGIONAL CAMPUS NO LATER THAN MARCH 5, 2004, FOR PURPOSES OF DETERMINING PERFORMANCE FOR YEAR 8 (2003-04).

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Critical Success Factor 8

User-Friendliness of Institution

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Critical Success Factor:	8: USER-FRIENDLINESS OF INSTITUTION
Indicator:	8C: ACCESSIBILITY TO THE INSTITUTION OF ALL CITIZENS OF THE STATE

Date Created:	11/27/02
Date Last Revised:	11/27/02; 10/21/03 (current year reporting, historical notes)

Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.

As applied to:	RESEARCH	TEACHING	REGIONAL CAMPUSES *	TECHNICAL COLLEGES *
Measure:	<p>A four part measure which includes:</p> <p>8C1) The percent of undergraduate headcount students who are citizens of South Carolina who are minority according to federal reporting definitions and are enrolled at an institution.</p> <p>8C2) The annual retention rate of minority, undergraduate students as defined in Part 1 of this measure, but limited to degree-seeking students.</p> <p>8C3) The percent of headcount graduate students who are enrolled at an institution who are minority according to federal reporting definitions.</p> <p>8C4) The percent of headcount teaching faculty who are minority.</p> <p><i>* NOTE: Part 8C3 is not applicable to two-year institutions in the regional campuses and technical colleges sectors.</i></p>			
Timeframe:	All Parts: The most recent ended fall term is considered for ratings.			
Current Year Reporting:	Fall 2003 performance is considered for Year 8 (2003-04) scoring. A report for each part will be posted on CHE's website in the spring prior to ratings.			
General Data Source and Reporting:	All Parts: Computed from data reported by the institution as part of annual CHEMIS reporting requirements for Enrollment and Faculty data.			
Type data and Rounding:	For all parts (8C1, 8C2, 8C3, and 8C4), data are expressed as a percentage rounded to the nearest tenth percent.			

Standard for Achieves by Part				
As applied to:	RESEARCH	TEACHING	REGIONAL CAMPUSES *	TECHNICAL COLLEGES *
8C1: Standard for score of "Achieves" :	21.0% - 28.0%		USC Lancaster 20.0%-27.0%	Aiken Tech 17.0%-23.0%
			USC Salkehatchie 36.0%-48.0%	Central Carolina 32.0%-43.0%
			USC Sumter 32.0%-43.0%	Denmark 39.0%-52.0%
			USC Union 20.0%-26.0%	FDTC 29.0%-39.0%

Standard for Achieves by Part (continued)				
As applied to:	RESEARCH	TEACHING	REGIONAL CAMPUSES *	TECHNICAL COLLEGES *
				Greenville 13.0%-17.0% Horry-Georgetown 16.0%-21.0% Midlands 23.0%-30.0% Northeastern 29.0%-39.0% OCTC 41.0%-55.0% Piedmont 24.0%-31.0% Spartanburg 16.0%-21.0% TCL 26.0%-35.0% Tri-County 9.0%-12.0% Trident 23.0%-30.0% Williamsburg 45.0%-61.0% York 15.0%-20.0%
Note on Development of standard for 8C1	For Research and Teaching Sectors, the standard was developed based on being at or within 75% of the SC minority population of those 18 and over. The SC minority population estimate used is 28.7% based on a US Census estimates as of October 1998.		For Regional Campuses and Technical Colleges Sectors, the standard was developed based on being at or within 75% of the SC minority population of those 18 and over for the designated service area of each campus. The SC minority population estimates that were used were the US Census estimates as of October 1998. For each institution's service area, see the chart on the following pages.	

Standard for Achieves by Part (continued)				
As applied to:	RESEARCH	TEACHING	REGIONAL CAMPUSES *	TECHNICAL COLLEGES *
8C2: Standard for score of "Achieves" :	78.0%-87.0%	74.0%-82.0%	47.0%-57.0%	49.0%-60.0%
Note on Development of standard for 8C2	Based on being at or within +/- 5% of the median overall student retention for 4-yr institutions. A median retention of 83.0% is the reference and represents median retention for SC's research and teaching universities institutions in Fall 1999.	Based on being at or within +/- 5% of the median overall student retention for 4-yr teaching institutions. A median retention of 78.8% is the reference and represents median retention for SC's teaching institutions in Fall 1999.	Based on being at or within +/- 10% of the median overall student retention for regional campuses. A median retention of 52.7% is the reference and represents median retention for SC's 4-yr regional campuses in Fall 1999.	Based on being at or within +/- 10% of the median overall student retention for technical colleges. A median retention of 55.4% is the reference and represents median retention for SC's technical colleges in Fall 1999.
8C3: Standard for score of "Achieves" :	10.0%-13.0%		Not Applicable	
Note on Development of standard for 8C3:	Based on being at or within +/- 10% of US minority population with baccalaureate degrees. The reference used is 12.0% US minority population based on 1990 census data, educational attainment of persons 25 yrs and older.		Not Applicable	
8C4: Standard for score of "Achieves" :	10.0%-13.0%			10.0%-13.0%
Note on Development of standard for 8C4:	Based on being at or within +/- 10% of US minority population with graduate degrees. The reference used is 11.9% US minority population with master's and higher degrees based on 1990 census data, educational attainment of persons 25 yrs and older.			Based on being at or within +/- 10% of US minority population with baccalaureate degrees. The reference used is 12.0% US minority population based on 1990 census data, educational attainment of persons 25 yrs and older.

(CONTINUED) Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.				
As applied to:	RESEARCH	TEACHING	REGIONAL CAMPUSES *	TECHNICAL COLLEGES *
8C1, 8C2, 8C3 & 8C4: Expected Trend and Determining Score:	Upward Trend Expected for all parts: 8C1, 8C2, 8C3, & 8C4. A score of 2 if in range inclusive of endpoints. A score of 3 if > the high end of the scale shown and a score of 1 if < the low end of the scale shown.			
8C1, 8C2, 8C3, & 8C4: Improvement Factor:	<p>5% for parts 8C1, 8C2, & 8C3 and 3% for part 8C4</p> <p>For institutions scoring 1 or 2, 0.5 points are added if performance meets the required improvement level. To earn the 0.5: the performance being assessed must equal or exceed the institution's past 3-year average performance (most recent ended three years not including the performance being assessed) by 5% (8C1, 8C2, 8C3) or 3% (8C4) of the average. (Note: If less than 3 years of data for the most recent ended 3 years, then available data points will be considered for determining the historical average.)</p> <p>Calculation: IF Indicator (or Indicator Subpart) Score Compared to Standard = 1 or 2 AND Current Performance \geq 105% (8C1, 8C2, 8C3) or 103% (8C4) of the past 3-yr Average Performance, THEN Add 0.5 to the score for this indicator or subpart.</p>			
Note on Origin of Current Standard:	The standards listed above were developed in Year 4 (1999-2000) for implementation in Year 5 (2001-02). They were approved for a 3 –year period inclusive of Year 5. Details related to the particulars of standard development for each part are listed above beneath the standards.			

Information For Determining Performance Including: an explanation of the measurement calculation, a listing of applicable definitions, and a listing of notes providing a general history of changes to the indicator.

Determining Performance for All Sectors:	All percentages calculated for Parts 1-4 are based on headcount. A description of the calculation for each part follows. The definition of minority as applied to each of the parts is found in the next section.
8C1	8C1: <u>Headcount students who are minority compared to total – where headcount students are limited to citizens of SC plus those with approved non-resident exceptions including those eligible to pay in-state tuition including: military and their dependents, faculty/administration employees and their dependents, full-time employees and their dependents, or retired persons and their dependents.</u>
8C2	8C2: This measure assesses minority retention based on those undergraduates enrolled in a fall term who enrolled in the subsequent fall term. This part, like part 1, is also limited to the subset of students defined for part 1 as "SC Citizens." Additionally, the student population is limited to those minority students who are degree-seeking students. The retention rate is computed from CHEMIS data by: (b + c) / a, expressed as a percentage , where "a" = cohort of all degree-seeking minority undergraduate students enrolled in fall semester; "b" = the minority students within the cohort students retained in the following fall; and "c" = the minority students who graduated in the academic year of the cohort. <i>The figure shall be an unduplicated headcount.</i>

<p>8C3</p> <p>(Note: Part 3 applies only to research and teaching sector institutions)</p>	<p>8C3: This part measures the percent of headcount graduate students who are <u>minority</u>. This part is NOT limited to SC citizens; this part includes all graduate students. Minority is defined and calculated consistent with the definition for "minority" indicated above.</p>
<p>8C4</p>	<p>8C4: This part measures the percent of headcount faculty who are <u>minority</u>. Again, SC citizenship does not apply to this part. Minority is defined consistent with the definition above. <u>Faculty</u> are defined as "all headcount faculty who teach one or more credit courses in the fall semester, excluding graduate students."</p>
<p>Definitions & Other Qualifications:</p> <p>(Definitions at right apply to the measure generally and are applicable to all sectors.)</p>	<p>"Minority" is defined as African-American and other minority racial categories as defined according to federal reporting requirements. Based on CHEMIS reporting requirements, the data will be calculated for those students identified by using as the numerator the CHEMIS variable RACE, codes 2 through 5, and as the denominator the CHEMIS variable RACE, codes 1 through 7. Codes 1 through 7 as reported for CHEMIS are as follows: 1 is Non-resident Alien, 2 is Black/African American, 3 is American Indian/Alaskan Native, "4" is Asian or Pacific Islander, "5" is Hispanic, "6" is White/Non-Hispanic, and "7" is Unknown race.</p>
<p>Historical Notes (by performance year in order of most recent back to earliest):</p>	<p>1) There were no changes in effect to the measures or standards for Year 7 (2002-03) or Year 8 (2003-04).</p> <p>2) There were no changes in effect to the measures or standards for Year 6 (2001-02)</p> <p>3) Effective with Year 5, 2000-01, additional measurement revisions were made. For Parts 1 and 2, the CHE re-defined SC Citizens consistent with revisions made for indicator 6D, Priority on Enrolling In-State Students. SC Citizens will be defined as those students who are residents of SC and non-resident exceptions who pay in-state tuition including: military and their dependents, faculty/administration employees and their dependents, full-time employees and their dependents, or retired persons and their dependents. In past years, "in-state for fee purposes" was used to define in-state students for Indicator 6D and in keeping with that Indicator 8C, parts 1 and 2. The Commission also adopted assessing performance relative to standard scales common to institutions within a sector rather than institutional benchmarks as was the case in past years. Historical data has been revised consistent with the revisions effective in Year 5.</p> <p>4) This measure was substantially revised effective with the 1999-2000 Performance Year 4. Historical data collected for this indicator up until the Performance Year 3 (1998-99) is therefore not comparable. Where possible, comparable historical data for parts 1-4 were re-computed by CHE.</p> <p>Revisions to the measure added new parts related to graduate enrollments and faculty (Part 3 and 4) to address areas of concern in terms of access. Additionally, the measure was revised to focus on in-state residents (as domiciled in South Carolina and not for "fee-purposes" as with Indicator 6D) in keeping with the phrasing in the legislation, which specifically refers to "citizens of the state." Finally, the measure was revised to include minorities other than</p>

(continued)
Historical Notes (by
performance year in order
of most recent back to
earliest):

African-American to be consistent with federal reporting requirements.
Previously, only African-American enrollment was considered.

5) Effective in Year 2 and 3, this indicator measured the percent of other race students and the comparative retention of other race to non-other race students. Performance was determined and the score given based on institutional and sector benchmarks. "Other Race" refers to the non-majority population or African American or Caucasian of the institution.

6) In Year 1, the measure included three parts: the percent of other race students, the total credit hours generated off campus in counties with no comparable program and the number of distance education credit hours. Each part was assessed using institutional benchmarks.

SERVICE AREA DESIGNATIONS AND CENSUS ESTIMATES CONSIDERED FOR CURRENT STANDARDS		
SECTOR / INSTITUTION	AREA OF SC	CENSUS ESTIMATE USED TO DEVELOP CURRENT STANDARDS FOR INDICATOR 8C1. MINORITY POPULATION AS OF 10/98.*
RESEARCH SECTOR INSTITUTIONS	South Carolina	28.7%
TEACHING SECTOR INSTITUTIONS	South Carolina	28.7%
REGIONAL CAMPUSES OF USC		
USC Lancaster	Lancaster Chester, Chesterfield, Kershaw, Fairfield, and York Counties.	27.1%
USC Salkehatchie	Allendale, Barnwell, Bamberg, Colleton, and Hampton Counties	48.7%
USC Sumter	Sumter, Lee, Clarendon, and Kershaw Counties	43.2%
USC Union	Union, Laurens, Newberry, Cherokee, Fairfield, York, and Chester Counties	26.8%
TECHNICAL COLLEGES		
Aiken	Aiken County	23.6%
Central Carolina	Clarendon, Kershaw, Lee and Sumter Counties	43.2%
Denmark	Allendale, Bamberg, and Barnwell Counties	52.2%
Florence-Darlington	Darlington, Florence, and Marion Counties	39.3%
Greenville	Greenville County.	18.0%
Horry-Georgetown	Georgetown and Horry Counties	21.6%
Midlands	Fairfield, Lexington, and Richland Counties	30.8%
Northeastern	Chesterfield, Dillon, and Marlboro Counties	39.7%

Orangeburg-Calhoun	Calhoun and Orangeburg Counties	55.3%
Piedmont	Abbeville, Edgefield, Greenwood, Laurens, McCormick, Newberry, and Saluda Counties	32.0%
Spartanburg	Cherokee, Spartanburg, and Union Counties	21.4%
Technical College of Lowcountry	Beaufort, Colleton, Hampton, and Jasper Counties	35.3%
Tri-County	Anderson, Oconee, and Pickens Counties	12.5%
Trident	Berkeley, Charleston, and Dorchester Counties	30.8%
Williamsburg	Williamsburg County	61.1%
York	Chester, Lancaster, and York Counties	20.6%

*** Minority population estimates used to develop standard for 8C1 in 1999-2000 for use in Performance Funding Years 5 (2000-01), 6 (2001-02) and 7 (2002-03). For the actual standard and methodology applied for 8C1, see table above for 8C.**

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Critical Success Factor 9

Research Funding

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Critical Success Factor:	9: RESEARCH FUNDING		
Indicator:	9A: FINANCIAL SUPPORT FOR REFORM IN TEACHER EDUCATION (APPLIES TO CLEMSON, U SC COLUMBIA AND TEACHING SECTOR)		
	9A FOR MUSC: FINANCIAL SUPPORT FOR REFORM: IMPROVING CHILD AND ADOLESCENT HEALTH (PRE-K TO GRADE 12 AGED CHILDREN)		
Date Created:	11/27/02		
Date Last Revised:	11/27/02; 10/21/03 (current year reporting, historical notes, form)		
Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.			
As applied to:	RESEARCH	TEACHING	MUSC
Measure:	The amount of grants and awards expended to support teacher preparation or training, including applied research, professional development, and training grants, as compared to the average from the prior three years.		The amount of grants and awards expended to support the improvement in child and adolescent (pre-K – Grade 12 aged children) health, including public service grants and contracts with schools or school districts or other such entities, as compared to the average from the prior three years.
Timeframe:	The most recent ended FY as compared to the average of the past 3 FYs is considered		Performance is based on the most recent-ended fiscal year as compared to the average of the past three fiscal years. The measure is being phased-in such that for Year 7 (2002-03), FY02 data are to be reported and that data will be compared to the FY01 data that were reported in Year 6 (2001-02). For Year 8, FY03 data compared to average of FY01 and FY02. For Year 9, FY04 compared to the average of FY01, FY02 and FY 03. Thereafter, the current year compared to the average of the 3 prior years.
Current Year Reporting:	FY03 data to be compared with previously reported data for FYs '00, '01, and '02.		FY03 data to be compared with previously reported FY01 and FY02.
General Data Source:	Institutional report to CHE in late fall term based on expenditures as defined above identified in the most recent ended fiscal year. CHE staff will compute performance from most recent data reported and the data reported for past years each institution's performance.		Data collected at the institution and reported to CHE as required.
Type data and Rounding:	Data are expressed as a percentage rounded to the nearest tenth percent.		Data are expressed as a percentage rounded to the nearest tenth percent.
Standard for score of "Achieves" :	80.0% to 119.0%		For Year 6, compliance as the measure is defined, baseline data collected and standards determined. 80.0% to 119.0% for the duration of the phase-in period encompassing Performance Funding Years 7 (2002-03) and 8 (2003-04)

(CONTINUED)

Details Regarding the Indicator Measure as Defined. Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.

As applied to:	RESEARCH	TEACHING	MUSC
Expected Trend and Determining Score:	Upward Trend Expected. A score of 2 if in range inclusive of endpoints. A score of 3 if > the high end of the scale shown and a score of 1 if < the low end of the scale shown.	Upward Trend Expected. A score of 2 if in range inclusive of endpoints. A score of 3 if > the high end of the scale shown and a score of 1 if < the low end of the scale shown.	Upward Trend Expected. A score of 2 if in range inclusive of endpoints. A score of 3 if > the high end of the scale shown and a score of 1 if < the low end of the scale shown.
Improvement Factor:	Not Applicable	Not Applicable	Not Applicable
Note on Origin of Current Standard:	Current standards have been in effect since Year 5.	Standard above adopted September 5, 2002, based on review of baseline data collected during Year 6.	

Information For Determining Performance Including: an explanation of the measurement calculation, a listing of applicable definitions, and a listing of notes providing a general history of changes to the indicator.

Determining Performance for Clemson, USC Columbia, and Teaching Sector Institutions Performance is calculated as the percent improvement of total expenditures of grants, as defined in this measure, within the most recent-ended fiscal year compared to the average expenditures for the past three fiscal years.

Definitions: Grants and awards: Includes grants, contracts, and cooperative agreements specifically designed to support reform in teacher preparation or training.

Expenditures of funds by institutions that act solely as fiscal agents should not be included. Direct legislative line item appropriations to an institution should also not be counted.

Teacher preparation or training: Includes programs for preK-12 teachers or students enrolled in education programs.

Other *The following considerations have been used as an aid in data verification and are provided here for institutional considerations in considering eligible grants:*

Considerations:

Who: PreK-12 teachers or students enrolled in teacher education programs

What: Grants and awards expended to reform preK-12 Teacher preparation programs or training programs for certified teachers. Examples include but are not limited to the following:

What is taught – Curriculum reform

How is it taught – Methods of Instruction/Classroom Management

When is it taught – School Calendar Reform (i.e., Block and Year-Round Scheduling)

Where: PreK-12 or University Classrooms or Other Instructional Settings

When: Most recently completed fiscal year and three prior years

How: Research, professional development, training, and/or technical assistance

Determining Performance
for MUSC:

***Staff Explanation, 9A for MUSC:** The Commission approved developing a complementary measure to be applied. Staff worked with institutional representatives to identify a measure for 9A in the spirit of that applicable to other research institutions and to the teaching universities. To this end and as indicated in these materials, the measure will be an assessment of MUSC's expenditures through public service grants and contracts focusing on child and adolescent health, including programs with schools and school districts. The measure is based on MUSC's improvement in expenditures over time and is similar in nature to the derivation of the measure as applied for the teaching sector and the other two research institutions. The focus, however, is in keeping with MUSC's mission as well as institutional goals, and the measure serves as a nice corollary to 9A as assessed for other institutions.*

Performance will be calculated as the percent improvement of total expenditures of grants within the most recent-ended fiscal year compared to the average expenditures for the past three fiscal years.

Due to a lack of data for fiscal years prior to FY 2000-01, the calculation of the measure will be phased-in as follows.

- Year 6 (2001-02): Compliance Measure. Baseline data for FY01 is collected.
- Year 7 (2002-03): Scored measure. FY02 compared to FY01.
- Year 8 (2003-04): Scored measure. FY03 compared to Average of FY01 and FY02.
- Year 9 (2004-05): Scored measure. FY04 compared to Average of FY01, FY02 and FY03.
- (and so forth comparing the most recent-ended FY to the average of the past 3 FYs. . .)

Grants generally: Grants included for consideration should include an educational component as a focus of the grant. Basic research grants with no educational component should not be counted. Grants included must be extramural grants. The MUSC Hospital Authority would be considered an extramural agent.

"Pre-K to grade 12 aged children" may be considered as the time period from pre-conception to 20 years of age.

Goals, Scope and Process:

The goal of this performance indicator is to evaluate the efforts of the Medical University of South Carolina to facilitate the development of healthy and hence better-educated children in the state through its community outreach programs in education, treatment, and research programs.

The scope of the projects relevant to this performance indicator will be pre-conception to late adolescence [i.e., to 20 years of age]. To optimize the health benefits of pre-K to adolescent children, parents, teachers, health and social service providers, relevant administrators and policy makers, and the general public may be involved.

(continued)
Determining Performance
for MUSC:

In measuring this performance indicator, community outreach programs in research, education, and treatment that are funded from extramural sources will be included if they meet the definitions given below:

Research programs whose stated or implied intent is to improve the health and education of South Carolina children and adolescents, e.g. missed days from school.

Educational programs whose stated or implied intent is to improve the health and education of South Carolina children and adolescents, e.g. training concerning the effect of prenatal consumption of alcohol.

Treatment programs for which the stated or implied intent is to improve the health and education of South Carolina children and adolescents, e.g. behavior modification intervention in dyslexic children.

Process:

Decisions must be made as to which of the extramurally funded research, education, and treatment programs of the Medical University of South Carolina should be included in Performance Indicator 9A. A process to accomplish this task follows.

- 1) A listing of grants and contracts administered by the Office of Grants and Contracts or affiliated MUSC organizations will be sent to the Office of Special Initiatives.
- 2) The Office of Special Initiatives will identify potential research, education, and treatment projects and request from the Office of Grants and Contracts and affiliated MUSC organizations abstracts of those projects.
- 3) Using these abstracts the Office of Special Initiatives will identify projects as candidates to be included in Performance Indicator 9A.
- 4) These identified candidate projects will be submitted to a review committee made up a representative involved in outreach to children in each of the colleges as well as ad hoc membership from the Office of Special Initiatives, Office of Grants and Contracts, and Office of Institutional Research and Assessment.
- 5) The review committee will specify which of the projects meet the criteria to be included as those improving pre-K through grade 12 child and adolescent health.

As applied to:	RESEARCH	TEACHING	MUSC
Historical Notes (by performance year in order of most recent back to earliest):	<p>1.) No changes to the measure or standard for Year 7 (2002-03) or Year 8 (2003-04).</p> <p>2) No changes to the measure or standards for Year 6 (2001-02). Refinements to the definitions that resulted from data verification visits were included in the workbook.</p> <p>3) No changes to the measure or standards for Year 5 (2000-01).</p>		<p>1) No changes for Year 8.</p> <p>2) On September 5, 2002, the Commission considered the standards for 9A to be applicable to MUSC. There were no changes recommended to the substance of the measure from that as reviewed initially by the Commission on September 6, 2001.</p> <p>3) A measure was developed and</p>

			implemented to assess indicator 9A
(continued) As applied to:	RESEARCH	TEACHING	MUSC
(continued) Historical Notes (by performance year in order of most recent back to earliest):	<p>4) This measure was revised effective with the Year 4, 1999-2000. The measure was changed from one that is benchmarked to one that is criterion-referenced. Additionally, the measure was changed to one that compared the amount of grants to a weighted average of the prior three years to one that compares the amount to an average of the prior three years. In prior years, 2 and 3, the measure was assessed using institutional and sector benchmarks.</p>		<p>beginning in Performance Year 6 (2001-02) for MUSC. During Year 6, the measure was assessed as a compliance indicator as baseline data were collected for purposes of developing standards. The plan to develop measure for 9A for MUSC was adopted by CHE in February 2001 in order to provide a parallel measure to that used for Indicator 9A for Clemson and University of South Carolina-Columbia, and colleges in the Teaching Sector. A measure was designed for MUSC to better assess MUSC's function as a professional/graduate health sciences institution. On September 6, 2001, the Commission considered a measure developed for MUSC for indicator 9A for purposes of baseline data collection during Year 6 (2001-02). The measure was scored as a compliance indicator for MUSC in Year 6.</p>

CLEMSON, USC COLUMBIA, AND TEACHING SECTOR INSTITUTIONS **INDICATOR 9A REPORT FORM FOR YEAR 8 (2003-04)**

Excel Worksheet to be posted on the web. Sample form presented here for illustrative purposes.

YEAR 8 PERFORMANCE DATA, 2003-04 (will be rated to impact 2004-05 funding)										
INDICATOR 9A for Clemson, USC C, and Teaching Sector: Financial Support for Reform in Teacher Education.										9A DUE Jan 30, 2004
Performance Timeframe: Year 8 performance is assessed based on expenditures during FY03 (July 1, 2002 - June 30, 2003) compared to average expenditures for FYs 02, 01, and 00. (Performance rounded to 1 decimal.)										
Institution:				Contact Name & Phone:						
Date Submitted:				Authorizing Signature:						
<p>9A is calculated as the amount of the current FY expenditures of grants and awards expended to support teacher preparation or training divided by the average expenditures from the prior three years. Grants and awards include grants, contracts, and cooperative agreements specifically designed to support reform in teacher preparation or training. Teacher preparation or training includes programs for preK-12 teachers and students enrolled in education programs. Please refer to the workbook for additional information. Institution performance is assessed against a scale whereby performance greater than 119.0% receives a score of 3, 80.0%-119.0% receives a score of 2, and less than 80.0% receives a score of 1.</p> <p>9A as defined here is applicable for USC Columbia, Clemson, and Institutions in the Teaching Sector</p> <p>Reporting Instructions: For each grant award meeting the criteria, please provide the information requested in the spreadsheet as formatted below. List each grant separately and make sure to include grants that had expenditures in any of the years indicated. Cells are pre-formatted to wrap text for text fields and to format dates and numbers. Cells shaded in black will calculate automatically and display results in white font once you begin entering information. If you need additional rows please insert the rows before the last row (obs # 11). Staff will review information and tally your performance results, which for Year 8 is based on the FY03 expenditures as a percent of the average expenditures in FYs 02, 01, & 00.</p>										
9A Yr 8 reporting for:				FISCAL YEAR EXPENDITURES						
OBS #	ACCOUNT / FUND NUMBER	GRANT NAME	BUDGET (total dollar amount of grant)	FY 00	FY 01	FY 02	FY 03 (current year report)	CUMULATIVE EXPENDITURES (total grant expenditures to date)	EXPIRATION OF FUNDING SOURCE	SOURCE OF FUNDING
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
TOTALS			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
Preliminary Performance Results for Yr 8 FY 2002-03 Expenditures Total Average Expenditures FY02, FY01, FY00 Ratio, FY03 : Avg of FY02, FY01, FY00			<div style="background-color: black; color: white; padding: 2px;">0</div> <div style="background-color: black; color: white; padding: 2px;">0</div> <div style="background-color: black; color: white; padding: 2px;">#DIV/0!</div>							
Information to be completed by CHE Staff: Date received: _____ Revisions received after initial submission? _____ Confirmed Performance Result for Year 7 = _____ / _____ = _____ %										

MUSC INDICATOR 9A REPORT FORM FOR YEAR 8 (2003-04)

YEAR 8 PERFORMANCE DATA, 2003-04 (will be rated to impact 2004-05 funding)	Institution: Medical University of South Carolina
INDICATOR 9A for MUSC: Financial Support for Reform: Improving Child and Adolescent Health (PreK-G12)	Contact Name & Phone:
Applies to MUSC - DUE JAN 30, 2004	Authorizing Signature:
Performance Timeframe: FY03 data Compared to previous report for FY02 and FY01 (See Workbook for details.)	Date Submitted:
DATA SOURCE of this Report:	
<p>9A as defined here is applicable for MUSC. The measure is "the amount of grants and awards expended to support the improvement in child and adolescent (pre-K - Grade 12 aged children) health, including public service grants and contracts with schools or school districts or other such entities, as compared to the average from the prior three years." For Year 8, the measure is scored using FY03 data compared to FY 02 and FY01 data as reported in Year 7. During Year 6 (2001-02), the measure was a compliance indicator for purposes of collecting baseline data. For measurement details, see the performance funding workbook. The workbook is available online at http://www.che.sc.gov.</p> <p>For Indicator 9A for MUSC, please indicate the following:</p> <p>_____ Total FY03 expenditures of grants and awards expended to support improvement in child and adolescent health</p> <p>Performance is calculated as the reported FY03 divided by FY01 and FY02 reported previously, expressed as a percentage and rounded to the nearest tenth. A standard for "achieves" of 80.0% - 119.0% applies.</p>	
Staff Calculation of Year 8 Performance:	
<p>Note: This is the second report of data for this indicator that was developed for MUSC to serve as a comparable measure to that used for 9A for other research institutions. If applicable, please note here any concerns or considerations regarding data collected for this report. (Entered text will wrap and the form will continue on the next page.)</p> <p><u>Data Concerns or Comments:</u></p>	
TO BE COMPLETED AT CHE: Date Received _____ Revisions received after this date? Yes or No	

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Critical Success Factor:	9: RESEARCH FUNDING
Indicator:	9B: AMOUNT OF PUBLIC AND PRIVATE SECTOR GRANTS
<p>STATUS IN YEAR 8: MEASURE IS DEFERRED FROM SCORING. THE INDICATOR IS UNDER REVISION FOR FUTURE YEARS DUE TO CHANGES IN FEDERAL REPORTING REQUIREMENTS FOR FINANCIAL DATA AFFECTING AVAILABILITY OF COMPARABLE DATA FOR THIS INDICATOR. (FOR DEFINITIONS AND STANDARDS USED IN PAST YEARS, SEE PP. 183-184 OF THE SEPTEMBER 2000 WORKBOOK.</p>	
Date Created:	11/27/02
Date Last Revised:	11/27/02, 10/21/03 (historical notes)

<p><u>Details Regarding the Indicator Measure as Defined.</u> Information below under the Sector's Heading applies to that Sector. Information that is shown crossing sector headings applies to those sectors.</p>	
As applied to:	RESEARCH
Measure:	UNDER REVISION. SEE NOTE ABOVE.
Timeframe:	
Current Year Reporting:	
General Data Source and Reporting:	
Type data and Rounding:	
Standard for score of "Achieves" :	
Expected Trend and Determining Score:	
Improvement Factor:	
Note on Origin of Current Standard:	

<p><u>Information For Determining Performance Including:</u> an explanation of the measurement calculation, a listing of applicable definitions, and a listing of notes providing a general history of changes to the indicator.</p>
<p>Determining Performance for Research Sector Institutions::</p>
<p>Definitions & Other Qualifications:</p> <p>(Definitions at right apply to the measure generally and are applicable to all sectors.)</p>

Historical Notes (by performance year in order of most recent back to earliest):

- 1) Effective in Year 8, the measure is deferred from scoring until a revised measure is determined
 - 2) Effective with Year 7, the Commission approved scoring the research sector institutions using the average score for the past three years due to changes in financial reporting affecting the availability of comparable data for calculating performance. The indicator is being reviewed for revision in light of new financial reporting standards.
 - 3) No changes to the measure or standard for Year 6 (2001-02)
 - 4) Effective with Year 5, 2000-01, the Commission adjusted the scale used for assessing performance by using peer data for each research institution. Additionally, the Commission deferred the indicator for all institutions but the research sector.
 - 5) This measure was revised effective with the Year 4, 1999-2000, Performance Year. The measure was changed from one that is benchmarked to one that is criterion-referenced. Additionally, the measure was altered from using a weighted average for three years to using a simple three-year rolling average. This indicator applies only to those institutions with \$1 million or more in annual research expenditures.
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Section II

PARTS D & E

(D) USC Beaufort Transition Plan

(E) General Policy, Monitored Indicators

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SECTION II.

D. TRANSITION PLAN FOR USC BEAUFORT

The following information applies to USC Beaufort as it makes the transition from a two-year to a four-year institution within the University of South Carolina system. The plan was considered by the Planning and Assessment Committee on October 24, 2002 and approved by the Commission on November 7, 2002.

Explanation: The Commission approved a request of USC Beaufort to become a four-year branch of USC at its meeting on June 6, 2002. USC Beaufort is at present transitioning from its status as a two-year regional campus of USC Columbia to its four-year status. Attached is a performance funding transition plan for USC Beaufort as it moves from the Regional to Teaching Sector. An attempt was made to use indicator measures and standards applicable to teaching sector institutions when possible. For some indicators, adjustment to the measure or standards was necessary. The resulting plan is attached and it applies for Year 7 (2002-03) and future years as applicable. The plan is in order of indicator, presenting those indicators currently applicable for the teaching sector and a describing the indicator as applied to USC Beaufort.

Recommendation: Staff recommends that the Planning and Assessment Committee recommend for approval of the Commission the following transition plan for performance funding for USC Beaufort as it transitions from a two-year to a four-year institution within the University of South Carolina system.

USC BEAUFORT TRANSITION PLAN FOR PERFORMANCE FUNDING

INDICATOR	INDICATOR AS PROPOSED TO APPLY TO USCB	RESULTING YR 7 STATUS
1B, Curricula Offered to Achieve Mission	<p>This indicator is scored for the teaching sector based on the percentage of programs that are appropriate to the degree-level authorized by Act 359 of 1996; support the institution's goals, purpose and objectives as defined in the approved mission statement; and have received full "approval" in the most recent CHE review.</p> <p>It is not possible to score this indicator until after spring 2007 graduation when USC Beaufort expects to have its first four-year program graduates.</p> <p><u>USCB Plan for the indicator:</u></p> <p>Transition for Year 7 (2002-03) - Compliance indicator as to whether progress is made toward submitting degree proposals</p> <p>Alternate indicator for Year 8 (2003-04) - Scored indicator based on the approval of degree programs with scoring such that 3-8 programs approved yields a score of 2</p> <p>The indicator measure is to be reviewed in Year 8 for continuation as a scored indicator and whether adjustments are warranted until USCB has its first program graduates in 2007.</p>	<p>Transition Indicator in Year 7</p> <p>Compliance Indicator based on timely activity in seeking CHE program approvals.</p>

INDICATOR	INDICATOR AS PROPOSED TO APPLY TO USC B	RESULTING YR 7 STATUS
1C, Approval of a Mission Statement	<p>This indicator applies as a compliance indicator for all institutions with compliance contingent on having a mission statement with defined characteristics approved by CHE on a five-year cycle.</p> <p><u>USCB Plan for the indicator:</u> Apply indicator as it applies to all institutions.</p>	<p>No exception needed. Indicator to apply as defined for all institutions.</p> <p>Compliance Indicator using 1C as measured currently for all institutions.</p>
1D/E, Combined, (1D) Adoption of a Strategic Plan to Support the Mission Statement and (1E) Attainment of Goals of the Strategic Plan	<p>This indicator applies to all institutions and is measured based on goals and targets set by the institutions and approved by CHE.</p> <p><u>USCB Plan for the indicator:</u> Apply indicator as it applies to all institutions.</p>	<p>No exception needed. Indicator to apply as defined for all institutions.</p> <p>Scored Indicator using 1D/E as measured currently for all institutions.</p>
2A, Academic and Other Credentials of Professors and Instructors	<p>This indicator as applied to teaching sector institutions measures the percent of all full-time faculty who have terminal degrees as defined by SACS in their primary teaching area. Full-time faculty include those whose teaching represents more than 50% of their duties at the ranks of assistant professor, associate professor and full professor.</p> <p><u>USCB Plan for the indicator:</u> Apply the indicator as it applies to teaching sector institutions.</p>	<p>No exception needed. Indicator to apply as defined for all teaching sector institutions.</p> <p>Scored Indicator using 2A as defined and scored for Teaching Sector Institutions. Applicable standard for "achieves" in Year 7 is 70%-84% and a 3% improvement factor applies.</p>
2D, Compensation of Faculty	<p>This indicator as applied to the teaching sector measures the average faculty salary by rank for the ranks of assistant professor, associate professor, and professor.</p> <p><u>USCB Plan for the indicator:</u> For Year 7 (2002-03) a transition indicator is proposed such that measurement and scoring is based on the increase in the average base salary of full-time faculty, inclusive of the ranks of assistant professor, associate professor and professor. The score for earning an "achieves" is dependent on an increase in the average base salary over the prior year by \$1,501 to \$3,000.</p> <p>During Year 7 (2002-03), the indicator will be reviewed as to the recommended status in Year 8 (2003-04).</p>	<p>Transition Indicator in Year 7</p> <p>Scored Indicator using the transition measure and standards as proposed at left.</p>

INDICATOR	INDICATOR AS PROPOSED TO APPLY TO USCB	RESULTING YR 7 STATUS
3D, Accreditation of Degree-Granting Programs	<p>This indicator applies to the teaching sector institutions as a scored indicator measuring the percentage of accredited academic degree programs.</p> <p><u>USCB Plan for the indicator:</u> For Year 7 (2002-03) a transition indicator is proposed such that 3D for USCB will be a compliance indicator. Compliance is contingent on appropriate progress made towards SACS accreditation as evident in a one page progress report to be submitted by USCB on its activities related to SACS accreditation as a four-year institution.</p> <p>During Year 7 (2002-03), the indicator will be reviewed as to the recommended status in Year 8 (2003-04).</p>	<p>Transition Indicator in Year 7</p> <p>Compliance Indicator as indicated at left related to pursuing SACS accreditation at the 4-year level.</p>
3E, Institutional Emphasis on Quality of Teacher Education & Reform	<p>This indicator applies to teaching sector institutions as a scored indicator. The measure relates to teacher education programs and has 3 parts including: one based on NCATE accreditation; another based on student performance on teacher licensure exams; and a third based on teacher education graduates in critical shortage areas.</p> <p><u>USCB Plan for the indicator:</u> This measure cannot be assessed as it is for teaching sector institutions until USCB has a teacher education program and graduates. As a result, it is proposed that this measure be deferred until USCB has teacher education graduates.</p>	<p>Defer indicator from scoring until USCB has sufficient teacher education program graduates.</p> <p>Deferred Indicator in Year 7.</p>
4 A/B, Combined, (4A) Sharing and Use of Technology, Programs, Equipment, Supplies and Source Matter Experts within the Institution, with other Institutions, and with the Business Community and (4B) Cooperation and Collaboration with Private Industry	<p><u>This indicator applies to teaching institutions as a scored measure. The measure is defined by sector. The teaching sector measure focuses on the sector's program advisory boards and program internships/co-ops to improve the cooperation and collaboration between the sector and the profit and non-profit sectors. The measure may remain in place for up to four years if progress is being made in this area.</u></p> <p><u>USCB Plan for the indicator:</u> The measure as drafted for the teaching sector institutions can be applied to USC Beaufort over the next four years provided that an adjustment is made to part 4 of the measure to allow for USC Beaufort's transition to four-year programs. Part 4 of the measure assesses across programs student involvement in internships/co-ops. For USC Beaufort it is proposed that part 4 be amended to provide that compliance is based on having 70% of</p>	<p>Apply the measure and standards as applied to teaching sector institutions with the exception of amending Part 4 of the measure to give consideration to development of internships/co-ops rather than student participation as indicated at left.</p> <p>Scored Indicator using measure and standards as applied to the teaching sector with an adjustment made to part 4.</p>

INDICATOR	INDICATOR AS PROPOSED TO APPLY TO USCB	RESULTING YR 7 STATUS
(4A/B continued)	<p>programs with evidence of the development of internships/co-ops.</p> <p>The compliance level identified in the teaching sector measure for each of the parts and for the standard for a score of “achieves” will be applied to USCB</p>	
5A, Percentage of Administrative Costs as Compared to Academic Costs	<p>This indicator has applied to all institutions as a scored indicator measuring the ratio of administrative costs to the amount of academic costs expressed as a percentage. Due to federal changes in required financial reporting of public higher education institutions that have led to a lack of comparable data to past years, it is being recommended for all sectors that the measure be deferred in Year 7.</p> <p><u>USCB Plan for the indicator:</u> For Year 7, it is proposed that the measure be deferred. Should the indicator not be deferred for teaching sector institutions, as is being recommended, consideration of a transition indicator for USCB will be given. Additionally, consideration of a transition measure and standards is suggested for Year 8 depending on the measure developed as the indicator is re-evaluated for application in upcoming years.</p>	<p>Defer the indicator in keeping with the recommendation for all institutions that Indicator 5A be deferred in Year 7. Should the indicator not be deferred, consideration for a transition indicator will be given.</p> <p>Deferred Indicator in Year 7.</p>
6A/B, Combined, (6A) SAT and ACT Scores of Student Body and (6B) High School Class Standing, Grade Point Averages, and Activities of the Student Body	<p>This indicator is applied to teaching sector institutions as a scored indicator measuring the percent of first-time entering freshmen who take the SAT or ACT test or who have reported a high school grade point average or who have reported a high school class standing who “meet or exceed” the Commission-approved target score on such tests. The standard applied to the teaching sector is 50.0% to 79.9% for a score of “achieves.”</p> <p><u>USCB Plan for the indicator:</u> For Year 7 (2002-03) it is proposed that the indicator continue to apply to USCB with a transition standard applied to take into account USCB’s transition from enrollment at the two-year level to the four-year level. It is proposed that the standards of 20.0% to 49.9% as applied to the regional campuses for a score “achieves” apply to USCB this year. An improvement factor of 5% would also apply.</p> <p>During Year 7 (2002-03), the indicator will be reviewed as to the recommended standards in Year 8 (2003-04).</p>	<p>Apply the measure per the current definition as applicable to Clemson, USC Columbia, Teaching, and Regional Campuses. Apply the standards used for regional campuses.</p> <p>Scored indicator applying the current definition of 6A/B and standards as applied to the regional campuses of 20.0%-49.9% for an “achieves” and an improvement factor of 5%.</p>

INDICATOR	INDICATOR AS PROPOSED TO APPLY TO USCB	RESULTING YR 7 STATUS
7A, Graduation Rate for Clemson, USC Columbia and Teaching	<p>This indicator is applied as a scored measure for teaching sector institutions measuring the percent of first-time, full-time degree seeking students who graduate within 150% of program time.</p> <p><u>USCB Plan for the indicator:</u> For Year 7, a transition measure is proposed since the measure defined for teaching sector institutions cannot be applied until USCB has program graduates that could have completed a program within 150% of time. The transition measure proposed is Indicator 7E, Number of Graduates Who Continued Their Education, as currently defined for regional campuses. 7E assesses the percent of first-time, full-time degree-seeking students who earn a baccalaureate degree within 150% of normal program time (6 years for a baccalaureate degree) from in-state public institutions or from other institutions provided appropriate documentation can be presented by the reporting regional campus. It is suggested that the measure in its entirety and standards apply to USCB until 7A as defined for teaching sector institutions can be applied to USCB.</p>	<p>Transition indicator for Year 7 using 7E measure and standards applicable to regional campuses.</p> <p>Score indicator applying 7E measure and standards for regional campuses. The standards for achieves are 25.0% to 40.0% with an improvement factor of 3%.</p>
7D, Scores of Graduates on Post-Undergraduate Professional, or Employment Related Examinations and Certification Tests	<p>This indicator applies to the teaching sector institutions as a scored indicator measuring the percentage total students taking certification examinations who pass the examination.</p> <p><u>USCB Plan for the indicator:</u> This measure cannot be assessed as it is for teaching sector institutions until USCB has a graduates from programs for which there are professional examinations. As a result, it is proposed that this measure be deferred until USCB has such gradates.</p>	<p>Defer indicator from scoring until USCB has graduates taking professional examinations.</p> <p>Deferred Indicator in Year 7.</p>
8C, Accessibility to the Institution of All Citizens of the State	<p>This indicator is applied to teaching sector institutions as a scored measure that assesses four areas related to accessibility: 1) percent of undergraduate headcount students who are citizens of South Carolina who are minority according to federal reporting definitions and are enrolled at an institution; 2) annual retention rate of minority, undergraduate students as defined in Part 1 of this measure, but limited to degree-seeking students; 3) percent of headcount graduate students who are enrolled at an institution who are minority according to federal reporting definitions; and 4) percent of headcount teaching faculty who are minority.</p> <p><u>USCB Plan for the indicator:</u> It is proposed that the measure and standards</p>	<p>Apply the measure and standards as applied to teaching sector institutions with the exception of deferring part 3 of the measure since USCB does not have graduate programs.</p> <p>Scored indicator using the standards and measure applied to Teaching Sector institutions with the exception of deferring measurement on part 8C3 until USCB has graduate programs.</p>

INDICATOR	INDICATOR AS PROPOSED TO APPLY TO USCB	RESULTING YR 7 STATUS
(8C continued)	<p>applied to the teaching sector be applied to USCB with the exception of deferring part 3 until USCB has graduate programs.</p> <p>The standards for “achieves” that apply to all teaching sector institutions are as follows: for 8C1, 21.0% to 28.0% applies; for 8C2, 74.0% to 82.0% applies; and for 8C4, 10.0% to 13.0% applies. An improvement factor of 5% applies to parts 1 and 2 while an improvement factor of 3% applies to part 4.</p>	
9A, Financial Support for Reform in Teacher Education	<p>This indicator applies to teaching sector institutions as a scored indicator measuring the amount of grants and awards expended to support teacher preparation or training, including applied research, professional development and training grants, as compared to the average from the prior three years.</p> <p><u>USCB Plan for the indicator:</u> This measure cannot be assessed as it is for teaching sector institutions until USCB has a teacher education program. As a result, it is proposed that this measure be deferred for USCB. Consideration in future years may be given to a transition indicator until such time that the indicator as applied to teaching sector institutions can be applied to USCB.</p>	<p>Defer indicator until USCB has a teacher education program.</p> <p>Deferred indicator in Year 7.</p>
<p>Net Result for Year 7 (2002-03) for USCB as based on the last column above:</p> <p><u>Number of Indicators Scored</u> 7 (1D/E, 2A, 2D, 4A/B, 6A/B, 7A, 8C) <u>Number of Indicators Compliance</u> 3 (1B, 1C, 3D) <u>Number of Indicators Deferred</u> 4 (3E, 5A, 7D, 9A)</p> <p><u>Of the 10 scored/compliance indicators:</u></p> <p>5 (1C, 1D/E, 2A, 4A/B*, 6A/B, 8C* *slight adjustment to 4A/B and 8C) are applied per the teaching sector measure.</p> <p>5 (1B, 2D, 3D, 6A/B, 7A) are applied by using a transition indicator.</p> <p>Indicators applied to Teaching Sector Institutions for Year 7 (2002-03)</p> <p><u>Number of Indicators Scored</u> 12 (1B, 1D/E, 2A, 2D, 3D, 3E, 4A/B, 6A/B, 7A, 7D, 8C, 9A) <u>Number of Indicators Compliance</u> 1 (1C) <u>Number of Indicators Deferred</u> 1 (5A)</p>		

SECTION II.**E. GUIDANCE FOR MONITORING NON-SCORED INDICATORS**

Plan approved by CHE on January 10, 2002

BACKGROUND

In February 2001, the Commission approved recommendations to limit the number of indicators used in deriving overall institutional performance ratings with the caveat that “non-scored” indicators for which relevant performance areas were not assessed directly or indirectly through chosen scored indicators would continue to be monitored. For areas in which data being monitored indicate issues of concern, the Commission desired to reserve the right to re-introduce scored indicators in the performance funding process in order to provide a focus to address issues in those areas. Guidance for accomplishing the monitoring of indicators that are no longer scored was developed in keeping with the Commission’s desire to accomplish monitoring in such a way as to reduce the administrative burden on institutions while at the same time assessing relevant performance areas.

Indicators for which monitoring is applicable are those listed below. Only indicators not scored for any sector are included.

- 1A, Expenditure of Funds to Achieve Institutional Mission (Applies to all)
- 2B, Performance Review System for Faculty to include Student and Peer Evaluation (Applies to all)
- 2C, Post Tenure Review for Tenured Faculty (Applies to all but Tech)
- 2E, Availability of Faculty to Students Outside The Classroom (Applies to all)
- 2F, Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid (Applies to all as part of 2B)
- 3A, Class Size and Student/Teacher Ratios (Applies to all with applicability of subparts varying)
- 3B, Number of Credit Hours Taught by Faculty (Applies to all)
- 3C, Ratio of Full-time Faculty as Compared to other Full-time Employees (Applies to all)
- 5B, Use of Best Management Practices (Applies to all)
- 5C, Elimination of Unjustified Duplication of and Waste in Administrative and Academic Programs (Applies to all)
- 5D, Amount of General Overhead Costs (Applies to all)
- 6C, Post-Secondary Non-Academic Achievements of the Student Body (Applies to all, but MUSC)
- 6D, Priority on Enrolling In-State Residents (Applies to Research and Teaching)
- 7F, Credit Hours Earned of Graduates (Applies to 4-yr except MUSC)
- 8A, Transferability of Credits to and from the Institution (Applies to all)
- 8B, Continuing Education Programs for Graduates and Others (Applies to Tech)

To understand better the guidance set forth for monitoring indicators no longer scored, it is helpful to review the rationale used in deriving the reduced set of indicators being continued in the annual scoring process. In reducing the number of indicators contributing to the overall institutional score, the Commission worked to identify those that would reduce duplication across indicators contributing to an institution’s score and best focus on sector missions. The aim was to provide a measurement system that would enable institutions to focus more clearly on performance areas addressed in Act 359 of 1996. To that end, the Commission sought to identify those indicators that were the most representative of each critical success factor, keeping in mind the sector missions. Cases were recognized where single indicators could best address multiple areas represented across the 9 critical success factors and 37

indicators. Additionally, the Commission recognized areas where year-to-year measurement has demonstrated performance to be fairly stable with all institutions' performance in-compliance with requirements and expectations. In the end, either 13 or 14 indicators, depending on the sector, were identified for use in deriving the overall annual ratings. For the indicators not selected, the Commission desired to develop a process to provide for continued assurance that institutions would maintain high standards of performance.

DESCRIPTION OF THE MONITORING PROCESS

General Policy Principles

Purpose of Monitoring: To identify potential issues and/or problems with performance in areas addressed by indicators no longer scored and to determine whether a staff recommendation that the relevant indicator(s) be put back in place for scoring purposes for one or more sectors to address any identified issues and/or problems or to ensure that further consideration be given by the Commission.

Principles:

- Monitoring should be based on data already available to the Commission and not limited to that data collected for use in deriving performance funding indicators in order to reduce and/or eliminate any special reports required by measures for indicators as defined in past years.
- Monitoring should occur on a cycle in order to provide a balance between the need to limit reporting requirements and the need to review performance in areas no longer directly scored to ensure continued compliance and to identify any deficiencies that should be addressed.
- In the event that reviews conducted for the purpose of monitoring indicate concerns and/or problems that must be addressed, institutions would have a sufficient time period to prepare for indicators being returned to the scoring process.
- Indicators returned to the scoring process to address identified problems and/or issues would apply to applicable sector(s) rather than to individual institutions at which problems have been identified.

Procedures for Monitoring Indicators Not Otherwise Monitored or Reviewed

Monitored Indicators: The indicators that are no longer being scored as a result of the Commission's action in February of 2001 can be categorized one of two ways: 1) indicators no longer scored for which scored indicators or other on-going activities of the Commission are sufficient to address the indicated performance area and 2) indicators no longer scored that must be directly monitored. The former category would not require a separate and unique monitoring process although the latter would. For this latter category, a process for accomplishing monitoring of performance is described below, followed by the identification of indicators by the two categories. Suggested assessment details for those that must be directly monitored are described.

Guidelines: Beginning in 2003-04, a review of directly monitored indicators will occur on a three-year cycle. Data used in the review will rely as much as possible on data available to the Commission. Such data might include data collected through CHEMIS, data collected to meet national reporting requirements or data collected to carry out other duties and responsibilities of the Commission. The data review conducted will take into account current and past data, standards, trends, or activity. A report detailing the status of performance in the area related to the indicator and including a staff recommendation will be provided to the Committee for its consideration. The recommendation will address whether or not the indicator should be called back as a scored indicator or remain as a non-scored indicator. If it is called back as a scored indicator, it would not be in effect until the second complete scoring cycle after action by the Commission to re-instate the indicator as a scored indicator. If an indicator is re-instated, it would apply to an entire sector, not just a single institution. The detailed process and data used to review performance on such indicators are to be defined by indicator with the schedule and general outline of data reviews defined across the indicators.

E. Guidance for Monitoring Non-Score Indicators

Suggested Review Cycle: Identified indicators to be monitored on a 3-year basis. Staff recommendations made and approved by the Planning and Assessment Committee and Commission to re-introduce an indicator into the scoring process in order to address problems would be implemented following two scoring cycles as outlined in the following table:

Action	Time Table	Example
Indicator reviewed	Summer following scoring	PF Yr 2003-04 Ratings Review monitored indicators Summer 2004
Report based on review considered by Committee and Commission after institutional review of report	Late Fall following the review	Staff Report and recommendations brought to Committee and Commission in Fall 2004
Indicator re-instated as a scored indicator	Performance data collected but not scored in the year immediately following report and approval of recommendations	Re-instatement/No scoring in 2005-06
Re-instated indicator is scored	Performance data collected and scored for 3-years	Re-instated indicator scored for PF Yr 2006-07 Re-instated indicator scored for PF Yr 2007-08 Re-instated indicator scored PF Yr 2008-09
Re-instated Indicator Reviewed: Recommendation would be made to continue scoring the indicator or remove it as a scored indicator in the current performance year, placing it back on the monitoring review cycle.	Summer following 3rd year of scoring with recommendations brought to Committee and Commission in early fall.	Re-instated indicator reviewed in Summer 2009 with recommendations considered and implemented in Fall 2009
<i>Note: Possible exceptions may occur resulting in an amended schedule approved by the Planning and Assessment Committee and Commission to re-instate indicators as scored. For example, other work of the Commission or legislated policy mandating action in an area addressed by indicators may result in the need to re-instate a particular indicator. In such cases, the expectation would be for the Commission to develop recommendations providing a reasonable timetable and appropriate assessment details.</i>		

Detailed Guidance for Non-Scored Indicators By Type of Monitoring Activities

The following outlines by category the type monitoring recommended. Only indicators applicable in the past but no longer scored indicators for any institution are considered. A summary table of indicators by recommended monitoring is presented on the last page.

CATEGORY I: INDIRECT MONITORING **INDICATORS MONITORED INDIRECTLY THROUGH OTHER INDICATORS** **AND/OR ON-GOING CHE ACTIVITIES**

The expectation is that no additional data would be required of institutions and that the indicators listed below will not be individually assessed as defined in Year 5. It is the understanding that for this category of indicators requirements of other indicators and/or current activities of the Commission can be used in reviewing/monitoring areas implicit in the indicator as titled in legislation. Listed below are the indicators included and a summary of the performance indicator and/or other Commission process that also provides an avenue for monitoring of performance areas indicated by the non-scored indicator.

E. Guidance for Monitoring Non-Score Indicators

1A, Expenditure of Funds to Achieve Institutional Mission (Applies to all)

Financial indicator considered to be monitored by scored indicator 5A, Percentage of Administrative Costs as Compared to Academic Costs. Data used for 5A is that required of NCES IPEDS Finance Survey reporting. Additionally, other on-going activities of the Commission including program evaluation/review activities and monitoring of financial data for purposes of the MRR as well as State audit provisions provide a means of continued assessment of these issues.

2E, Availability of Faculty to Students Outside The Classroom (Applies to all)

Indicator considered to be monitored through the use of the non-scored indicator 2B, Performance Review System for Faculty to Include Student and Peer Evaluations.

2F, Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid (Applies to all as part of 2B)

Indicator considered to be monitored through the use of the non-scored indicator 2B, Performance Review System for Faculty to Include Student and Peer Evaluations.

3C, Ratio of Full-time Faculty as Compared to other Full-time Employees (Applies to all)

Indicator considered to be monitored by scored indicator 5A, Percentage of Administrative Costs as Compared to Academic Costs. Additionally, data for this indicator as defined in Year 5 and prior years is part of NCES IPEDS Fall Staff Survey and can be reviewed in addition to 5A data for more direct assessment of faculty to staff ratios if needed.

5B, Use of Best Management Practices (Applies to all)

Financial indicator monitored as described for indicator 1A above.

5C, Elimination of Unjustified Duplication of and Waste in Administrative and Academic Programs (Applies to all)

Financial indicator monitored as described for indicator 1A above.

5D, Amount of General Overhead Costs (Applies to all)

Financial indicator monitored as described for indicator 1A above.

8B, Continuing Education Programs for Graduates and Others (Applies to Tech)

Indicator considered to be monitored by Commission activities related to the Mission Resource Requirement and by State Tech Board processes regarding continuing education programs and enrollment.

CATEGORY II: DIRECT MONITORING

INDICATORS MONITORED ON AN ON-GOING 3-YEAR REVIEW CYCLE

Included in this category are indicators that must be monitored directly through the use of existing data in order to ensure continued good performance in the areas implicit in the indicators. Below, each of these indicators is listed along with expectations regarding the suggested review cycle, the type data to be reviewed and other parameters guiding the assessment. The indicators have been grouped for purposes of identifying the review cycle based on the type indicator and performance area with natural clustering by related topic area.

CYCLE 1 INDICATORS: Review to occur in Summer '04 following Performance Year 2003-04

2B, Performance Review System for Faculty to include Student and Peer Evaluation (Applies to all):

Institutions are expected to comply with best practices guidance identified for this indicator as detailed on pages 89-92 of the September 2000 Workbook. A "check-off" compliance report with updates regarding any policy revisions will be required for purposes of review each three years. It is expected

that institutions will continue to comply with their institutional policies. Data verification for this indicator would involve assurance that institutions have policies in place and mechanisms to ensure they are adhered to.

It is reiterated here that indicator 2E, Availability of Faculty, is no longer scored and is considered to be subsumed by 2B. As such, the administration and monitoring of Indicator 2B will govern the type of data collected. The institution has discretion in terms of how it assesses faculty on part nine of 2B, the second item, which calls for a performance review system for faculty that includes criteria related to “advisement and mentoring of students.” Indicator 2B does not require a survey question on availability of faculty or advisors per se. Institutions are free to continue their existing practices regarding 2E but are not required to do so, so long as the provisions of 2B are met. It is also possible to include question(s) related to advisement on the student evaluation of instructor and course, although that is not required and individual institutional policies will govern how advising is assessed by the institution provided that the institution complies with the provisions of indicator 2B and institutional effectiveness reporting. The expectation regarding Indicator 2F is similar to that described here for Indicator 2E. Indicator 2F has been considered a part of 2B since the 1999-2000 performance year.

2C, Post Tenure Review for Tenured Faculty (Applies to all but Technical Colleges)

Institutions are expected to comply with best practices guidance identified for this indicator as detailed on pages 93-96 of the September 2000 Workbook. A “check-off” compliance report with updates regarding any policy revisions will be required for purposes of review each three years. As with 2B, any data verification for this indicator would involve assurance that institutions have policies in place and mechanisms to ensure they are adhered to.

CYCLE 2 INDICATORS: Review to occur in Summer '05 following Performance Year 2004-05

6C, Post-Secondary Non-Academic Achievements of the Student Body (Applies to all, but MUSC)

Institutions are expected to comply with the indicator measure requirements identified on page 161 of the September 2000 Workbook. A “check-off” compliance report with updates regarding any policy revisions will be required for purposes of review each three years. Any data verification of this information would involve assurance that institutions have policies in place and mechanisms to ensure that they are adhered to.

6D, Priority on Enrolling In-State Residents (Applies to Research and Teaching)

Data relevant to this indicator are collected as part of annual CHEMIS reporting requirements. Staff finds that a review of this information for the period covered by the cycle would be possible. The review would involve using the data available at the Commission, calculating performance as defined on pages 153-154 of the September 2000 Workbook and assessing the data in light of overall and institutional trends and comparability to standards set as of Year 5 to ensure continued good performance regarding priority on enrolling SC residents.

8A, Transferability of Credits to and from the Institution (Applies to all)

Institutions are expected to comply with the indicator best practices identified on pages 171 and 172 of the September 2000 Workbook. A “check-off” compliance report with updates regarding any policy revisions will be required for purposes of review each three years. Any data verification of this information would involve assurance that institutions have policies in place and mechanisms to ensure that they are adhered to.

CYCLE 3 INDICATORS: Review to occur in Summer '06 following Performance Year 2005-06

3A, Class Size and Student/Teacher Ratios (Applies to all with applicability of subparts varying)

Data relevant to this indicator are collected as part of annual CHEMIS reporting requirements. Staff finds that a review of this information for the period covered by the cycle would be possible. The review would involve using the data available at the Commission, calculating performance as defined on pages 109-113 of the September 2000 Workbook and assessing the data in light of overall and institutional trends and comparability to standards set as of Year 5 to ensure continued good performance regarding class size and student teacher ratios.

3B, Number of Credit Hours Taught by Faculty (Applies to all)

Data relevant to this indicator are collected as part of annual CHEMIS reporting requirements. Staff finds that a review of this information for the period covered by the cycle would be possible. The review would involve using the data available at the Commission, calculating performance as defined on pages 115-116 of the September 2000 Workbook and assessing the data in light of overall and institutional trends and comparability to past historical trends to ensure continued good performance regarding credit hours taught by faculty.

7F, Credit Hours Earned of Graduates (Applies to 4-yr except MUSC)

Data relevant to this indicator are collected as part of annual CHEMIS reporting requirements. However, available data could not be used to calculate the indicator as defined on pages 167-168 of the September 2000 Workbook. Staff finds that a review of available CHEMIS information as well as data provided as part of NCES IPEDS completions reporting could be used to study trends and provide an assessment regarding credit hours earned of graduates to ensure continued good performance in this area.

SUMMARY TABLE NON-SCORED INDICATORS BY TYPE OF MONITORING			
Category I Indicators: Indirect Monitoring	Category II Indicators: Direct Monitoring		
	Cycle I (1st Review, Summer '04)	Cycle 2 (1st Review, Summer '05)	Cycle 3 (1st Review, Summer '06)
1A	2B	6C	3A
2E	2C	6D	3B
2F		8A	7F
3C			
5B			
5C			
5D			
8B			

Appendices

A. Glossary of General Terms and Key Legislation

B. South Carolina Public Higher Education Institutions and Peers by
Sector Used In Performance Standards Development

C. Performance Funding Contacts

Institutional Contacts

Committee to Advise on Performance Funding and Assessment

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APPENDIX A: GLOSSARY OF GENERAL TERMS AND KEY LEGISLATION**GENERAL TERMS**

The following section outlines terms and definitions commonly used in association with the performance funding system. Underlined terms are also defined in SC Code of Regulations 62-710 for use in section 62-700 through 62-750.

BENCHMARKED INDICATORS was used in performance funding years prior to 2000-01 to describe performance indicators for which institutions determine and the Commission approves a goal-level of performance to be achieved in a performance year. In performance years prior to 2000-01, the majority of indicators were assessed this way. With the adoption of common standards for most indicators, institutions no longer propose their own targets or standards.

CRITICAL SUCCESS FACTORS are the nine performance areas of academic quality identified in Section 59-103-30 (A) of the South Carolina Code of Laws.

CHE is the Commission on Higher Education (as established by §59-103-10, et seq., of the SC Code of Laws, 1976, as amended), a fourteen-member coordinating board that oversees thirty-three public institutions of higher education in the State of South Carolina.

CHEMIS is the Commission on Higher Education Management Information System which is the centralized state data base maintained by the Commission on all the colleges and universities in the state. It contains IPEDS data as well as additional data required either by state law or Commission policy.

CIP CODE is the designation for the assigned classification of instructional program.

CRITERION-REFERENCED INDICATORS was a term used primarily in performance funding years prior to 2000-01 to describe performance indicators for which standards of achievement have been set by the Commission on Higher Education for the purpose of rating institutions' performance. Most indicators in effect as of the 2000-01 performance year are assessed against standards common to institutions within sectors.

CUPA is the College and University Personnel Association. CUPA data is used in Performance Funding primarily for faculty salary data.

EDUCATION AND GENERAL (E&G) COSTS are the expenditures associated with the following activities: Instruction, Research, Public Service, Academic Support, Student Services, Institutional Support, Operation and Maintenance of Plant, and Scholarships and Fellowships. Expenditures not included are those associated with Auxiliary Enterprises, Hospitals and Independent Operations.

EXPECTED TREND is the identified direction or movement that should be exhibited in demonstrating successful performance on an indicator.

FTE means Full-Time Equivalent and is commonly used to refer to student enrollment derived from both full- and part- time statuses. FTE is also used in reference to numbers of faculty.

HEADCOUNT refers to sum total of all full- and part-time students or faculty.

INDICATORS are the elements found in Section 59-103-30 (B) as approved by the General Assembly to assess the success of a public postsecondary institution in meeting the nine critical success factors identified by the General Assembly.

INSTITUTIONAL BENCHMARK was a term used primarily in performance funding years prior to 2000-01 to describe an annual goal that an individual institution proposed, subject to approval by the Commission on Higher Education, and the it strove to meet or exceed. (see also BENCHMARKED INDICATORS). In Year 5 (2000-01), the Commission adopted standards for each sector that replaced the institutional benchmarks used in past years as performance standards.

INVENTORY OF ACADEMIC PROGRAMS is the compilation of all programs approved by the Commission on Higher Education, which are offered as degree programs in South Carolina's colleges and universities. These include all graduate degrees (masters, specialist and doctoral and undergraduate degrees (baccalaureate and associates). The Inventory can be accessed on CHE's website.

IPEDS is the Integrated Postsecondary Educational Data System. It is the core postsecondary education data collection program in the U. S. Department of Education's National Center for Education Statistics (NCES). It is a single comprehensive data collection system developed to encompass all institutions and organizations whose primary purpose is to provide post-secondary education. The IPEDS system is built around a series of interrelated surveys to collect institution-level data in such areas as enrollment, program completions, faculty, staff, finance, and libraries. Additional information may be accessed from the NCES website – www.nces.ed.gov.

MEASURE is the specific representation or measurement mechanism of an indicator using quantitative or qualitative characteristics.

MISSION RESOURCE REQUIREMENT (MRR) is the mechanism to determine funding needs.

PERFORMANCE CATEGORY is the level of overall performance of an institution.

PERFORMANCE FUNDING SYSTEM is an allocation method that distributes funds to institutions based on an institution's performance in relation to established standards.

PERFORMANCE IMPROVEMENT PLAN refers to strategies for addressing performance weaknesses and the improvement of specific indicators.

PERFORMANCE RATING is a score based on the analysis of performance in comparison to standards.

PERFORMANCE SCORE is the overall evaluation of an institution's performance based on Performance Ratings on indicators.

PERFORMANCE YEAR is the fiscal year in which activities related to setting goals and rating performance are conducted. The resulting institutional performance category in a given performance year impacts an institution's funding for the upcoming fiscal year. See also Part 1 for additional information.

RESTRICTED FUNDS are monies that are expendable only for those purposes stipulated by the donor. *(Relates to financial statement details reported prior to implementation of GASB 34 & 35)*

SACS means the Southern Association of Colleges and Schools, which is the accrediting body for a postsecondary institution located in the Southeast Region. This national accrediting body is recognized as the Regional accrediting body by the United States Department of Education. Additional information may be accessed from their website – www.sacscoc.org.

SACS CRITERIA means those guidelines in the 1998 Criteria for Accreditation from the Southern Association of Colleges and Schools Commission on Colleges. This is a list of rules and regulations, which governs whether or not a postsecondary institution will receive SACS accreditation. Accreditation or re-accreditation for a postsecondary institution is granted for a 10-year basis but can be for less as determined by SACS.

SECTOR refers to groupings of South Carolina's public postsecondary institutions as defined by Section 59-103-15 of the South Carolina Code of Laws, based on their primary missions.

Additional information not part of the definition of "Sector" found in regulation:

The four sectors types of public higher education institutions identified are

- (1) Research Institutions
- (2) Four-year Colleges and Universities
- (3) Two-year Institutions – Branches of the University of South Carolina
- (4) The State Technical and Comprehensive Education System

"Research," "Teaching," "Regional Campuses" and "Technical Colleges" are commonly used to refer to the four sectors, respectively, as outlined above.

The Research Sector includes: Clemson University; the University of South Carolina, Columbia; and the Medical University of South Carolina.

The Teaching Sector includes: the Citadel; Coastal Carolina University; the College of Charleston; Francis Marion University; Lander University; South Carolina State University; the University of South Carolina, Aiken; the University of South Carolina, Beaufort; the University of South Carolina Spartanburg; and Winthrop University.

The Regional Campuses Sector includes the four branch campuses of the University of South Carolina: Lancaster, Salkehatchie, Sumter, and Union. (Note: USC Beaufort was approved for a transition from a two-year institution to a four-year institution effective June 6, 2002)

The Technical Colleges Sector includes the 16 technical colleges of South Carolina: Aiken, Central Carolina, Northeastern (formerly Chesterfield-Marlboro), Denmark, Florence-Darlington, Greenville, Horry-Georgetown, Midlands, Orangeburg-Calhoun, Piedmont, Spartanburg, Technical College of the Low Country, Tri-County, Trident, Williamsburg, and York.

SECTOR BENCHMARK is a term applicable in the first four years of performance funding. It refers to goal(s) that institutions in a particular sector strive to move toward, meet, or exceed over a period of years. These goals were determined and approved by the Commission. As of the 2000-01 Performance Year, sector benchmarks have been replaced with the setting of common standards within sectors for expected performance on indicators as measured by the Commission.

STANDARD is a goal approved by the Commission on Higher Education that an institution strives to meet or exceed.

UNRESTRICTED FUNDS include monies available for any purpose and do not include auxiliary enterprises. *(Relates to financial statement details reported prior to implementation of GASB 34 & 35)*

KEY LEGISLATION

The following section outlines terms and definitions commonly used in association with the performance funding system.

AUTHORIZING LEGISLATION FOR COMMISSION ON HIGHER EDUCATION: Title 59, Education, Chapter 103, State Commission on Higher Education, Sections 59-103-5, *et. al.* Within this legislation Performance Funding Critical Success Factors and Indicators are included in Section 59-103-30 and requirements related to the use of a performance system for funding are found in Section 59-103-45. Referred to commonly as ACT 359 of 1996 or “Performance Funding Legislation”

REGULATIONS PURSUANT TO SECTION 59-103-45 (4)(a)-(d) AND (5): PERFORMANCE STANDARDS AND FUNDING AND THE REDUCTION, EXPANSION, CONSOLIDATION OR CLOSURE OF AN INSTITUTION: SC Code of Regulation 62-700 through 62-750. These regulations describe the performance system and were finalized in 2001.

LEGISLATION RELATED TO INSTITUTIONAL EFFECTIVENESS REPORTING: Title 59, Chapter 101 Colleges and Institutions of Higher Learning Generally, Section 59-101-350. Legislation added in 1992 addressing required reporting of institutions to the General Assembly. In fulfillment of these requirements, the Commission submits to the General Assembly annually, in January as required, a report, “A Closer Look At Public Higher Education in South Carolina: Institutional Effectiveness, Accountability, and Performance.” The requirements of this section of code are often referred to as ACT 255 of 1992.

“CUTTING EDGE LEGISLATION,” or as commonly referred to as ACT 629 of 1988: Title 59, Chapter 104, Initiatives for Research and Academic Excellence. Among other items, this legislation established requirements related to planning and assessment activities of institutions to which institutional effectiveness reporting is tied. Sections related to planning and assessment includes Article 7, “Improving Accountability through Planning and Assessment,” Sections 59-104-610 through 59-104-660.
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**APPENDIX B: SOUTH CAROLINA PUBLIC HIGHER EDUCATION INSTITUTIONS AND PEERS
BY SECTOR USED IN PERFORMANCE STANDARDS DEVELOPMENT**

This section presents the peers first used in developing the South Carolina's performance funding standards effective with Year 5 (2000-01). Relevant data for these peers, as available, from the National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS) were used directly in setting performance standards for a three-year period beginning with Year 5 (2000-01) for all sectors for Indicators 1A, 3C, 5A, 5D, 7A and 9B. Additionally, for the Research Sector, the peers are used in establishing standards for Indicator 2D. During Year 7 (2002-03), the Commission will undertake a review of the standards and will utilize data from these peers where possible. For additional details related to the use of peers in performance funding, contact CHE's Division of Finance, Facilities and MIS.

The peer institutions listed for the Four Year Colleges and Universities (Teaching) Sector, Regional Campuses Sector and Technical Colleges Sector were identified in a study commissioned by CHE to review the Mission Resource Requirement (MRR) used to establish need. That study, "Needs Determination Study for Higher Education, SC Commission on Higher Education, Final Report, June 30, 2000, may be accessed on CHE's website by selecting from information presented under the Division of Finance, Facilities and MIS. For additional details related to this study, contact CHE's Division of Finance. The peers listed for the Research Sector represent a shortlist of peer institutions identified in the MRR study. The research peers are used in determining performance standards when possible and in MRR calculations.

The peer lists are titled based on the sector of the SC institutions which the peers listed represent. The SC institutions are listed first and bolded, and are followed by the listing of the peers for the sector. For the SC research universities, each of the three has different peers. The research institution is listed first, bolded and underlined, and is followed by its peers. Before each institution listed, the IPEDS control number unique to the institution is provided.

RESEARCH UNIVERSITY PEERS**217882 CLEMSON UNIVERSITY**

100858 AUBURN UNIVERSITY MAIN CAMPUS
139755 GEORGIA INSTITUTE OF TECHNOLOGY-MAIN CAMPUS
153603 IOWA STATE UNIVERSITY
171100 MICHIGAN STATE UNIVERSITY
176080 MISSISSIPPI STATE UNIVERSITY
181464 UNIVERSITY OF NEBRASKA AT LINCOLN
199193 NORTH CAROLINA STATE UNIVERSITY AT RALEIGH
228723 TEXAS A & M UNIVERSITY
233921 VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIV
243780 PURDUE UNIVERSITY-MAIN CAMPUS

218663 UNIVERSITY OF SOUTH CAROLINA AT COLUMBIA

145600 UNIVERSITY OF ILLINOIS AT CHICAGO
153658 UNIVERSITY OF IOWA
157085 UNIVERSITY OF KENTUCKY
178396 UNIVERSITY OF MISSOURI-COLUMBIA
187985 UNIVERSITY OF NEW MEXICO-MAIN CAMPUS
196088 SUNY AT BUFFALO
199120 UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
201885 UNIVERSITY OF CINCINNATI-MAIN CAMPUS
215293 UNIVERSITY OF PITTSBURGH-MAIN CAMPUS
234076 UNIVERSITY OF VIRGINIA-MAIN CAMPUS

218335 MEDICAL UNIVERSITY OF SOUTH CAROLINA

126571 UNIVERSITY OF COLORADO HEALTH SCIENCES CENTER
140401 MEDICAL COLLEGE OF GEORGIA
159373 LOUISIANA STATE UNIVERSITY-MEDICAL CENTER
176026 UNIVERSITY OF MISSISSIPPI MEDICAL CENTER
181428 UNIVERSITY OF NEBRASKA MEDICAL CENTER AT OMAHA
207342 UNIVERSITY OF OKLAHOMA HEALTH SCIENCES CENTER
209490 OREGON HEALTH SCIENCES UNIVERSITY
221704 UNIVERSITY OF TENNESSEE-MEMPHIS

FOUR-YEAR COLLEGES AND UNIVERSITIES - TEACHING SECTOR PEERS

217864 CITADEL MILITARY COLLEGE OF SOUTH CAROLINA
 218724 COASTAL CAROLINA UNIVERSITY
 217819 COLLEGE OF CHARLESTON
 218061 FRANCIS MARION UNIVERSITY
 218229 LANDER UNIVERSITY
 218733 SOUTH CAROLINA STATE UNIVERSITY
 218645 UNIVERSITY OF SOUTH CAROLINA AIKEN
 218742 UNIVERSITY OF SOUTH CAROLINA SPARTANBURG
 218964 WINTHROP UNIVERSITY

NOTE: UNIVERSITY OF SOUTH CAROLINA BEAUFORT is at present transitioning to a 4-year institution. At the time peers were identified, USC Beaufort was a two-year regional campus of USC. There are no peers for USC Beaufort presented in the list of peers that follows for the teaching sector institutions at present. Considerations regarding USC Beaufort and its transition as related to performance funding are currently under study.

Teaching Sector Peers		
FIPS State Code	Institution Name	State
<i>Teaching Sector National Peers</i>		
407009	ARIZONA STATE UNIVERSITY-WEST	AZ
110422	CALIFORNIA POLYTECHNIC STATE UNIV-SAN LUIS OBISPO	CA
366711	CALIFORNIA STATE UNIVERSITY-SAN MARCOS	CA
115755	HUMBOLDT STATE UNIVERSITY	CA
123572	SONOMA STATE UNIVERSITY	CA
126580	UNIVERSITY OF COLORADO AT COLORADO SPRINGS	CO
129215	EASTERN CONNECTICUT STATE UNIVERSITY	CT
130776	WESTERN CONNECTICUT STATE UNIVERSITY	CT
130934	DELAWARE STATE UNIVERSITY	DE
154095	UNIVERSITY OF NORTHERN IOWA	IA
145336	GOVERNORS STATE UNIVERSITY	IL
149772	WESTERN ILLINOIS UNIVERSITY	IL
151379	INDIANA UNIVERSITY-SOUTHEAST	IN
156082	WASHBURN UNIVERSITY OF TOPEKA	KS
165820	FITCHBURG STATE COLLEGE	MA
168430	WORCESTER STATE COLLEGE	MA
161554	UNIVERSITY OF SOUTHERN MAINE	ME
171571	OAKLAND UNIVERSITY	MI
172051	SAGINAW VALLEY STATE UNIVERSITY	MI
171146	UNIVERSITY OF MICHIGAN-FLINT	MI
173124	BEMIDJI STATE UNIVERSITY	MN
174783	SAINT CLOUD STATE UNIVERSITY	MN
174233	UNIVERSITY OF MINNESOTA-DULUTH	MN
176965	CENTRAL MISSOURI STATE UNIVERSITY	MO
180179	MONTANA STATE UNIVERSITY-BILLINGS	MO
179557	SOUTHEAST MISSOURI STATE UNIVERSITY	MO
178615	TRUMAN STATE UNIVERSITY	MO
177940	LINCOLN UNIVERSITY	MO
180948	CHADRON STATE COLLEGE	NE

Teaching Sector Peers		
FIPS State Code	Institution Name	State
181394	UNIVERSITY OF NEBRASKA AT OMAHA	NE
183062	KEENE STATE COLLEGE	NH
185262	KEAN UNIVERSITY	NJ
185590	MONTCLAIR STATE UNIVERSITY	NJ
187134	THE COLLEGE OF NEW JERSEY	NJ
187648	EASTERN NEW MEXICO UNIVERSITY-MAIN CAMPUS	NM
196121	SUNY COLLEGE AT BROCKPORT	NY
196130	SUNY COLLEGE AT BUFFALO	NY
196167	SUNY COLLEGE AT GENESEO	NY
196200	SUNY COLLEGE AT POTSDAM	NY
196112	SUNY INSTITUTE OF TECHNOLOGY AT UTICA-ROME	NY
211158	BLOOMSBURG UNIVERSITY OF PENNSYLVANIA	PA
211361	CALIFORNIA UNIVERSITY OF PENNSYLVANIA	PA
211608	CHEYNEY UNIVERSITY OF PENNSYLVANIA	PA
211644	CLARION UNIVERSITY OF PENNSYLVANIA	PA
212115	EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA	PA
212160	EDINBORO UNIVERSITY OF PENNSYLVANIA	PA
213783	MANSFIELD UNIVERSITY OF PENNSYLVANIA	PA
214041	MILLERSVILLE UNIVERSITY OF PENNSYLVANIA	PA
214591	PENNSYLVANIA STATE UNIVERSITY-ERIE BEHREND COLLEGE	PA
216010	SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA	PA
216038	SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA	PA
213598	LINCOLN UNIVERSITY	PA
217420	RHODE ISLAND COLLEGE	RI
235097	EASTERN WASHINGTON UNIVERSITY	WA
237011	WESTERN WASHINGTON UNIVERSITY	WA
240268	UNIVERSITY OF WISCONSIN-EAU CLAIRE	WI
240277	UNIVERSITY OF WISCONSIN-GREEN BAY	WI
240471	UNIVERSITY OF WISCONSIN-RIVER FALLS	WI
240426	UNIVERSITY OF WISCONSIN-SUPERIOR	WI
<i>Teaching Sector Regional Peers</i>		
107071	HENDERSON STATE UNIVERSITY	AK
100724	ALABAMA STATE UNIVERSITY	AL
100830	AUBURN UNIVERSITY-MONTGOMERY	AL
101709	UNIVERSITY OF MONTEVALLO	AL
101879	UNIVERSITY OF NORTH ALABAMA	AL
106467	ARKANSAS TECH UNIVERSITY	AR
133650	FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY	FL
138354	THE UNIVERSITY OF WEST FLORIDA	FL
136172	UNIVERSITY OF NORTH FLORIDA	FL
138716	ALBANY STATE UNIVERSITY	GA
138789	ARMSTRONG ATLANTIC STATE UNIVERSITY	GA
138983	AUGUSTA STATE UNIVERSITY	GA
139366	COLUMBUS STATE UNIVERSITY	GA
139719	FORT VALLEY STATE UNIVERSITY	GA

Teaching Sector Peers		
FIPS State Code	Institution Name	State
139861	GEORGIA COLLEGE AND STATE UNIVERSITY	GA
139931	GEORGIA SOUTHERN UNIVERSITY	GA
139764	GEORGIA SOUTHWESTERN STATE UNIVERSITY	GA
141264	VALDOSTA STATE UNIVERSITY	GA
157058	KENTUCKY STATE UNIVERSITY	KY
157401	MURRAY STATE UNIVERSITY	KY
157951	WESTERN KENTUCKY UNIVERSITY	KY
159416	LOUISIANA STATE UNIVERSITY-SHREVEPORT	LA
159717	MCNEESE STATE UNIVERSITY	LA
159966	NICHOLLS STATE UNIVERSITY	LA
160630	SOUTHERN UNIVERSITY-NEW ORLEANS	LA
162283	COPPIN STATE COLLEGE	MD
162584	FROSTBURG STATE UNIVERSITY	MD
163453	MORGAN STATE UNIVERSITY	MD
163851	SALISBURY STATE UNIVERSITY	MD
164076	TOWSON UNIVERSITY	MD
163338	UNIVERSITY OF MARYLAND-EASTERN SHORE	MD
176035	MISSISSIPPI UNIVERSITY FOR WOMEN	MS
197869	APPALACHIAN STATE UNIVERSITY	NC
199102	NORTH CAROLINA AGRICULTURAL AND TECHNICAL ST UNIV	NC
199157	NORTH CAROLINA CENTRAL UNIVERSITY	NC
199111	UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE	NC
199139	UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE	NC
199281	UNIVERSITY OF NORTH CAROLINA AT PEMBROKE	NC
199218	UNIVERSITY OF NORTH CAROLINA-WILMINGTON	NC
200004	WESTERN CAROLINA UNIVERSITY	NC
219602	AUSTIN PEAY STATE UNIVERSITY	TN
221847	TENNESSEE TECHNOLOGICAL UNIVERSITY	TN
221740	UNIVERSITY OF TENNESSEE-CHATTANOOGA	TN
221768	UNIVERSITY OF TENNESSEE-MARTIN	TN
226833	MIDWESTERN STATE UNIVERSITY	TX
227526	PRAIRIE VIEW A & M UNIVERSITY	TX
228431	STEPHEN F AUSTIN STATE UNIVERSITY	TX
228501	SUL ROSS STATE UNIVERSITY	TX
226152	TEXAS A & M INTERNATIONAL UNIVERSITY	TX
224147	TEXAS A & M UNIVERSITY-CORPUS CHRISTI	TX
228705	TEXAS A & M UNIVERSITY-KINGSVILLE	TX
225414	UNIVERSITY OF HOUSTON-CLEAR LAKE	TX
227377	UNIVERSITY OF TEXAS- BROWNSVILLE	TX
232423	JAMES MADISON UNIVERSITY	VA
232566	LONGWOOD COLLEGE	VA
232681	MARY WASHINGTON COLLEGE	VA
232937	NORFOLK STATE UNIVERSITY	VA
233277	RADFORD UNIVERSITY	VA
237525	MARSHALL UNIVERSITY	WV

REGIONAL CAMPUSES OF USC COLUMBIA PEERS

218672 UNIVERSITY OF SOUTH CAROLINA LANCASTER
 218681 UNIVERSITY OF SOUTH CAROLINA SALKEHATCHIE
 218690 UNIVERSITY OF SOUTH CAROLINA SUMTER
 218706 UNIVERSITY OF SOUTH CAROLINA UNION

NOTE: UNIVERSITY OF SOUTH CAROLINA BEAUFORT (218654): As of June 6, 2002, CHE approved a change in mission of the University of South Carolina Beaufort to move from a two-year campus to a four-year campus. University of South Carolina Beaufort is therefore now a teaching sector institution. Peers identified in the MGT study that are unique to USC Beaufort have been pulled-out of the listing and shown below.

Regional Campuses Sector Peers		
FIPS State Code	Institution Name	State
<i>Regional Campuses Sector National Peers</i>		
187666	EASTERN NEW MEXICO UNIVERSITY-ROSWELL CAMPUS	NM
188003	NEW MEXICO STATE UNIVERSITY-CARLSBAD	NM
188021	NEW MEXICO STATE UNIVERSITY-GRANTS	NM
187958	UNIVERSITY OF NEW MEXICO-GALLUP CAMPUS	NM
188225	UNIVERSITY OF NEW MEXICO-TAOS EDUCATION CENTER	NM
201432	BOWLING GREEN STATE UNIVERSITY-FIRELANDS	OH
203447	KENT STATE UNIVERSITY-ASHTABULA REGIONAL CAMPUS	OH
203456	KENT STATE UNIVERSITY-EAST LIVERPOOL REGNL CAMPUS	OH
203526	KENT STATE UNIVERSITY-GEAUGA CAMPUS	OH
203492	KENT STATE UNIVERSITY-SALEM REGIONAL CAMPUS	OH
203474	KENT STATE UNIVERSITY-TRUMBULL REGIONAL CAMPUS	OH
204015	MIAMI UNIVERSITY-MIDDLETOWN	OH
204680	OHIO STATE UNIVERSITY-MANSFIELD CAMPUS	OH
204699	OHIO STATE UNIVERSITY-MARION CAMPUS	OH
204820	OHIO UNIVERSITY-CHILLICOTHE BRANCH	OH
204802	OHIO UNIVERSITY-EASTERN CAMPUS	OH
204848	OHIO UNIVERSITY-LANCASTER BRANCH	OH
204866	OHIO UNIVERSITY-ZANESVILLE BRANCH	OH
214698	PENNSYLVANIA STATE UNIVERSITY-PENN STATE BEAVER	PA
214704	PENNSYLVANIA STATE UNIVERSITY-PENN STATE BERKS	PA
214740	PENNSYLVANIA STATE UNIVERSITY-PENN STATE DU BOIS	PA
214786	PENNSYLVANIA STATE UNIVERSITY-PENN STATE MCKEESPORT	PA
214634	PENNSYLVANIA STATE UNIVERSITY-PENN STATE SHENANGO	PA
214643	PENNSYLVANIA STATE UNIVERSITY-PENN STATE WILKES-BA	PA
214670	PENNSYLVANIA STATE UNIV-PENN STATE LEHIGH VALLEY	PA
214625	PENNSYLVANIA STATE UNIV-PENN STATE NEW KENSINGTON	PA
215266	UNIVERSITY OF PITTSBURGH-BRADFORD	PA
215309	UNIVERSITY OF PITTSBURGH-TITUSVILLE	PA
<i>Regional Campuses Sector Regional Peers</i>		
106449	ARKANSAS STATE UNIVERSITY-BEEBE BRANCH	AK
102100	UNIVERSITY OF SOUTH ALABAMA - BALDWIN CITY	AL
106485	UNIVERSITY OF ARKANSAS AT MONTICELLO	AR
106412	UNIVERSITY OF ARKANSAS AT PINE BLUFF	AR

Regional Campuses Sector Peers		
FIPS State Code	Institution Name	State
	NEW COLLEGE OF UNIVERSITY OF SOUTH FLORIDA	FL
139010	BAINBRIDGE COLLEGE	GA
139621	EAST GEORGIA COLLEGE	GA
140997	SOUTH GEORGIA COLLEGE	GA
141307	WAYCROSS COLLEGE	GA
159382	LOUISIANA STATE UNIVERSITY AT ALEXANDRIA	LA
159407	LOUISIANA STATE UNIVERSITY-EUNICE	LA
160649	SOUTHERN UNIVERSITY-SHREVEPORT-BOSSIER CITY CAMPUS	LA
179344	SOUTHWEST MISSOURI STATE UNIVERSITY-WEST PLAINS	MO
175935	MERIDIAN COMMUNITY COLLEGE	MS
199281	UNIVERSITY OF NORTH CAROLINA AT PEMBROKE	NC
233897	UNIVERSITY OF VIRGINIA-CLINCH VALLEY COLLEGE (WISE)	VA

PEERS SELECTED ONLY BY UNIVERSITY OF SOUTH CAROLINA BEAUFORT . (OTHER PEERS SELECTED BY USC BEAUFORT WERE ALSO SELECTED BY ONE OR MORE OF THE OTHER REGIONAL CAMPUSES AND APPEAR IN THE LISTING ABOVE.

187994	NEW MEXICO STATE UNIVERSITY-ALAMOGORDO	NM
214759	PENNSYLVANIA STATE UNIVERSITY-PENN STATE FAYETTE	PA
214810	PENNSYLVANIA STATE UNIVERSITY-PENN STATE SCHUYLKIL	PA
138901	ATLANTA METROPOLITAN COLLEGE	GA

TECHNICAL COLLEGE PEERS

(Note: When standards were considered for Years 5, 6, & 7, some were developed for the SC Technical Colleges that have less than 1000 FTE students by using a subset of institutions from the peer list that also had less than 1000 FTE students as of Fall 1998. Institutions that are less than 1000 FTE are shown in **bolded & underlined** font. Randolph Community College (199421) was identified originally as having <1000 FTE. Based on IPEDS fall enrollment data for the past 5 years, the <1000 designation has been removed as the institution's population has been consistently over 1000 FTE since Fall 1998).

217615 AIKEN TECHNICAL COLLEGE
 218858 CENTRAL CAROLINA TECHNICAL COLLEGE
217989 DENMARK TECHNICAL COLLEGE
 218025 FLORENCE DARLINGTON TECHNICAL COLLEGE
 218113 GREENVILLE TECHNICAL COLLEGE
 218140 HORRY-GEORGETOWN TECHNICAL COLLEGE
 218353 MIDLANDS TECHNICAL COLLEGE
217837 NORTHEASTERN TECHNICAL COLLEGE
 218487 ORANGEBURG CALHOUN TECHNICAL COLLEGE
 218520 PIEDMONT TECHNICAL COLLEGE
 218830 SPARTANBURG TECHNICAL COLLEGE
217712 TECHNICAL COLLEGE OF THE LOWCOUNTRY
 218885 TRI-COUNTY TECHNICAL COLLEGE
 218894 TRIDENT TECHNICAL COLLEGE
218955 WILLIAMSBURG TECHNICAL COLLEGE
 218991 YORK TECHNICAL COLLEGE

 Technical Colleges Sector Peers

FIPS State Code	Institution Name	State
<i>Technical Colleges Sector National Peers</i>		
153214	DES MOINES AREA COMMUNITY COLLEGE	IA
153533	IOWA LAKES COMMUNITY COLLEGE	IA
153922	IOWA VALLEY COMMUNITY COLLEGE DISTRICT	IA
154059	NORTH IOWA AREA COMMUNITY COLLEGE	IA
142443	NORTH IDAHO COLLEGE	ID
155210	JOHNSON COUNTY COMMUNITY COLLEGE	KS
164775	BERKSHIRE COMMUNITY COLLEGE	MA
165981	GREENFIELD COMMUNITY COLLEGE	MA
166823	MASSASOIT COMMUNITY COLLEGE	MA
166957	MOUNT WACHUSETT COMMUNITY COLLEGE	MA
167376	NORTHERN ESSEX COMMUNITY COLLEGE	MA
167631	ROXBURY COMMUNITY COLLEGE	MA
<u>169992</u>	<u>GOGEBIC COMMUNITY COLLEGE</u>	<u>MI</u>
170240	HENRY FORD COMMUNITY COLLEGE	MI
<u>172671</u>	<u>WEST SHORE COMMUNITY COLLEGE</u>	<u>MI</u>
181640	SOUTHEAST COMMUNITY COLLEGE AREA	NE
181817	WESTERN NEBRASKA COMMUNITY COLLEGE	NE
184995	HUDSON COUNTY COMMUNITY COLLEGE	NJ
<u>186469</u>	<u>SALEM COMMUNITY COLLEGE</u>	<u>NJ</u>
<u>245625</u>	<u>WARREN COUNTY COMMUNITY COLLEGE</u>	<u>NJ</u>
191612	HERKIMER COUNTY COMMUNITY COLLEGE	NY
191719	HUDSON VALLEY COMMUNITY COLLEGE	NY
195988	SULLIVAN COUNTY COMMUNITY COLLEGE	NY

Technical Colleges Sector Peers		
FIPS State Code	Institution Name	State
196015	SUNY COLLEGE OF TECHNOLOGY AT CANTON	NY
196024	SUNY COLLEGE OF TECHNOLOGY AT DELHI	NY
196565	TOMPKINS-CORTLAND COMMUNITY COLLEGE	NY
202356	CUYAHOGA COMMUNITY COLLEGE DISTRICT	OH
203678	LIMA TECHNICAL COLLEGE	OH
206446	WASHINGTON STATE COMMUNITY COLLEGE	OH
209038	LANE COMMUNITY COLLEGE	OR
210234	TREASURE VALLEY COMMUNITY COLLEGE	OR
217475	COMMUNITY COLLEGE OF RHODE ISLAND	RI
230597	SNOW COLLEGE	UT
236692	SPOKANE COMMUNITY COLLEGE	WA
238722	FOX VALLEY TECHNICAL COLLEGE AT APPLETON	WI
240693	WESTERN WYOMING COMMUNITY COLLEGE	WY

Technical Colleges Sector Regional Peers

<u>100919</u>	<u>BESSEMER STATE TECHNICAL COLLEGE</u>	<u>AL</u>
<u>101107</u>	<u>DOUGLAS MACARTHUR STATE TECHNICAL COLLEGE</u>	<u>AL</u>
101240	GASDEN STATE COMMUNITY COLLEGE	AL
101569	LAWSON STATE COMMUNITY COLLEGE	AL
130916	DELAWARE TECHNICAL & COMM COLL-STANTON-WILMINGTON	DE
136473	PENSACOLA JUNIOR COLLEGE	FL
139700	FLOYD COLLEGE	GA
161688	ALLEGANY COLLEGE OF MARYLAND	MD
<u>162104</u>	<u>CECIL COMMUNITY COLLEGE</u>	<u>MD</u>
162168	CHESAPEAKE COLLEGE	MD
162399	DUNDALK COMMUNITY COLLEGE	MD
163657	PRINCE GEORGES COMMUNITY COLLEGE	MD
175573	COPIAH-LINCOLN COMMUNITY COLLEGE	MS
176071	MISSISSIPPI GULF COAST COMMUNITY COLLEGE	MS
<u>197966</u>	<u>BEAUFORT COUNTY COMMUNITY COLLEGE</u>	<u>NC</u>
<u>198084</u>	<u>BRUNSWICK COMMUNITY COLLEGE</u>	<u>NC</u>
198260	CENTRAL PIEDMONT COMMUNITY COLLEGE	NC
198376	DAVIDSON COUNTY COMMUNITY COLLEGE	NC
198534	FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE	NC
198570	GASTON COLLEGE	NC
<u>198914</u>	<u>MAYLAND COMMUNITY COLLEGE</u>	<u>NC</u>
<u>199263</u>	<u>PAMLICO COMMUNITY COLLEGE</u>	<u>NC</u>
<u>199421</u>	<u>RANDOLPH COMMUNITY COLLEGE</u>	<u>NC</u>
199485	ROCKINGHAM COMMUNITY COLLEGE	NC
<u>199625</u>	<u>SAMPSON COMMUNITY COLLEGE</u>	<u>NC</u>
199634	SANDHILLS COMMUNITY COLLEGE	NC
199838	VANCE-GRANVILLE COMMUNITY COLLEGE	NC
<u>199953</u>	<u>WILSON TECHNICAL COMMUNITY COLLEGE</u>	<u>NC</u>
207290	NORTHEASTERN OKLAHOMA AGRICULTURAL AND MECH COLL	OK
207670	ROSE STATE COLLEGE	OK
219824	CHATTANOOGA STATE TECHNICAL COMMUNITY COLLEGE	TN
222567	ALVIN COMMUNITY COLLEGE	TX

Technical Colleges Sector Peers		
FIPS State Code	Institution Name	State
222576	AMARILLO COLLEGE	TX
229319	TEXAS STATE TECHNICAL COLLEGE-HARLINGEN	TX
232414	J SARGEANT REYNOLDS COMMUNITY COLLEGE	VA

APPENDIX C: PERFORMANCE FUNDING CONTACTS

INSTITUTIONAL REPRESENTATIVES FOR PERFORMANCE FUNDING (as of November 2002)			
INSTITUTION	CONTACT PERSON	PHONE AND FAX #	E-MAIL ADDRESS
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	Secondary Dr. Carol Lancaster Institutional Research & Assessment Associate	(843) 876-5034 (o) (843) 876-5042 (f)	lancascj@musc.edu
	Dr. John Raymond VP for Academic Affairs & Provost	(843) 792-3031 (o) (843) 792-5110 (f)	raymondj@musc.edu
	Ms. Jenny Stone Administrative Assistant	(843) 792-3031 (o) (843) 792-5110 (f)	stonej@musc.edu
USC-Columbia Columbia, SC 29208	Primary Dr. Jerome D. Odom Provost	(803) 777-2930 (o) (803) 777-9502 (f)	Odom@gwm.sc.edu
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INSTITUTIONAL REPRESENTATIVES FOR PERFORMANCE FUNDING (as of November 2002)			
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College of Charleston 66 George Street Charleston, SC 29424	Primary Ms. Michelle Smith, Director of Institutional Research	(843) 953-5708 (o) (843) 953-7786 (f)	smithm@cofc.edu
	Secondary Andrew Abrams Sr. VP for Plng & Asses.	(843) 953-5527 (o) (843) 953-1824 (f)	Abramsa@cofc.edu
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INSTITUTIONAL REPRESENTATIVES FOR PERFORMANCE FUNDING (as of November 2002)			
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USC-Aiken 471 University Parkway Aiken, SC 29801	Primary Dr. Braden Hosch Director, Office of Inst. Effectiveness Secondary Dr. Suzanne Ozment Vice Chancellor for Academic Affairs Ms. Jodi Herrin Research Analyst	(803) 641-3338 (803) 641-3562 (803) 641-3201 (o) (803) 641-3382 (f) (803) 641-3407 (o) (803) 641-3727 (f)	bradenh@usca.edu suzanneo@aiken.sc.edu jodih@aiken.sc.edu
USC-Beaufort 801 Carteret Street Beaufort, SC 29902	Primary Dr. Rayburn Barton Academic Affairs Secondary Dr. Jane Upshaw Dean Ms. Leslie Brunelli Asst. Dean for Finance	(843) 521-3116 or (843) 521-4115 (o) (843) 621-4195 (f) (843) 521-4170 (843) 521-4199 (843) 521-4107 (843) 521-4194	rbarton@gwm.sc.edu Jupshaw@gwm.sc.edu lgbrunel@gwm.sc.edu
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	Dr. Anthony DiGiorgio President	(803) 323-2225 (o) (803) 323-3001 (f)	Digiorgioa@winthrop.edu
UNIVERSITY OF SOUTH CAROLINA REGIONAL CAMPUSES			
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USC-Salkehatchie P. O. Box 617 Allendale, SC 29810	Primary Dr. Larry West	(803) 584-3446 (o) (ext. 198) (803) 584-5038 (f)	westl@gwm.sc.edu
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	Dr. Mary Hjelm, Assoc. Dean of Academic Affairs	(803) 584-3446 (o) (ext. 120) (803) 584-5038 (f)	mlhjelm@gwm.sc.edu

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	Dr. Les Carpenter Dean	(803) 938-3888 (o) (803) 775-2180 (f)	Lesc@uscsuinter.edu
USC-Union P. O. Drawer 729 Union, SC 29379	Primary Dr. Ann Bowles, Assoc. Dean for Academic & Student Affairs	(864) 427-3681 (o) (864) 427-7252 (f)	Abowles@gwm.sc.edu
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TECHNICAL COLLEGES			
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	Mr. Robert Mellon, Dir Research	(803) 896-5325 (o) (803) 896-5363 (f)	Mellon@sctechsystem.com
	Mr. Harvey Studstill, Dir. Financial Reporting	(803) 896-5311 (o) (803) 896-5329 (f)	Studstill@sctechsystem.com
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	Secondary Mr. Rick Wells, Director Planning & Research	(803) 593-9231 (o) ext. 1257 (803) 593-0850 (f)	Wells@aik.tec.sc.us

INSTITUTIONAL REPRESENTATIVES FOR PERFORMANCE FUNDING (as of November 2002)			
INSTITUTION	CONTACT PERSON	PHONE AND FAX #	E-MAIL ADDRESS
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	Secondary Dr. Kay R. Raffield President	(803) 778-6640 (o) (803) 778-7880 (f)	Raffieldkr@cctech.edu
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Denmark Tech P. O. Box 327 Solomon Blatt Blvd. Denmark, SC 29042	Primary Dr. Jacqueline Skubal Exec. Dean, Instit Effect	(803) 793-5103 (o) (803) 793-5942 (f)	Skubalj@den.tec.sc.us
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Horry-Georgetown Tech P. O. Box 261966 Conway, SC 29526	Primary Mr. Neyle Wilson President	(843) 349-5341 (o) (843) 347-4207 (f)	wilsonn@hor.tec.sc.us
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COMMITTEE TO ADVISE PERFORMANCE FUNDING AND ASSESSMENT (CAPA)

CAPA was formed in spring 2002 to advise the Planning and Assessment Committee on issues pertaining to performance funding and assessment and institutional effectiveness. The first meeting was held on June 14, 2002. Members include one representative from each of the research institutions and teaching colleges, one representative for the regional campuses and four from the technical colleges. **Due to changes in the Commission structure in Summer 2003, there is no longer a CAPA advisory committee. Performance funding responsibility now resides with the Finance and Facilities Committee of the Commission.**

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